

On teaching
3M winners share their views
about pedagogy.

3

On the year ahead
Folio's campus poll.

14

On academic success
Celebration of Teaching and Learning
kicks off the academic year.

5-7



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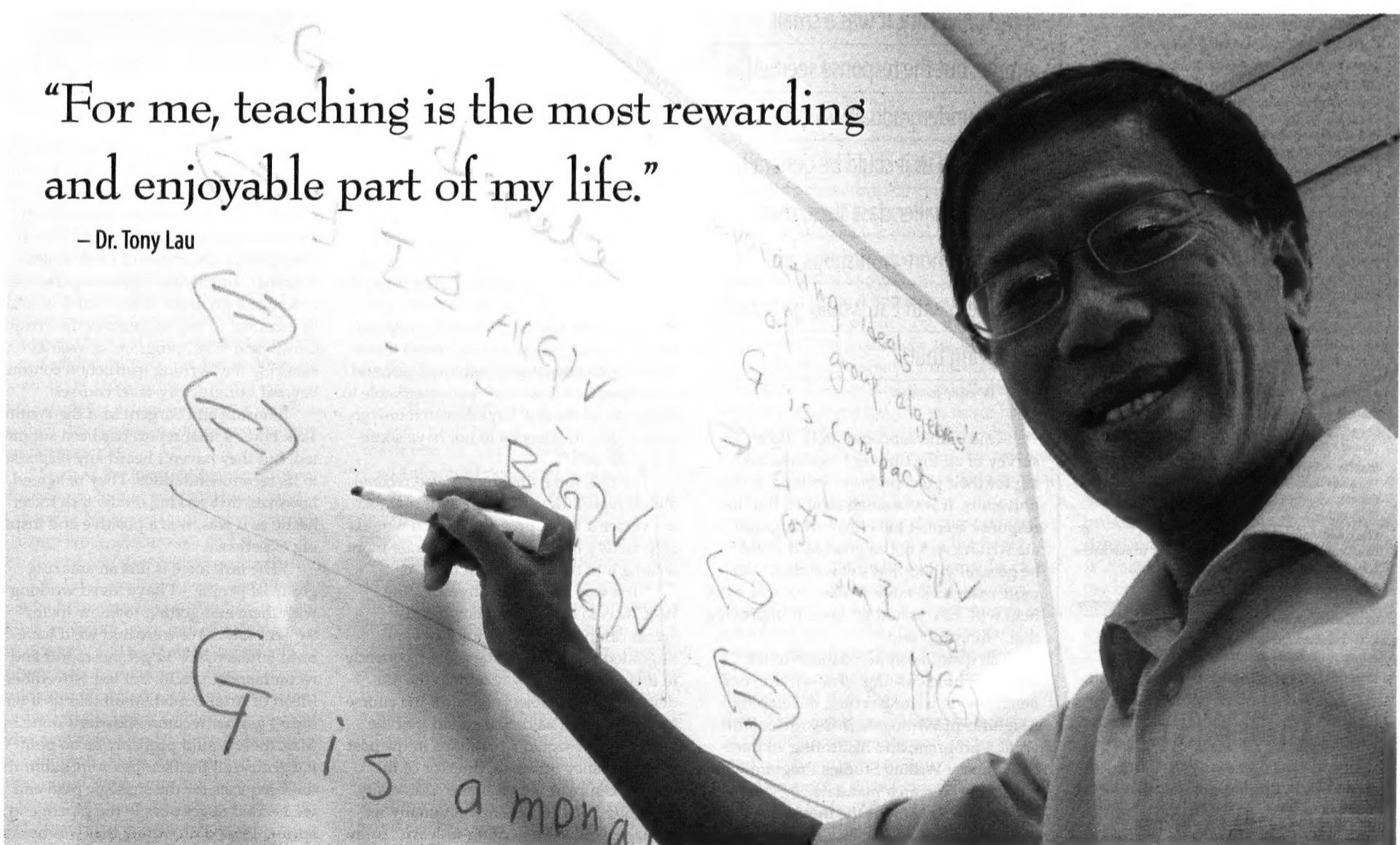
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TEACHING & LEARNING

“For me, teaching is the most rewarding
and enjoyable part of my life.”

— Dr. Tony Lau

Zoltan Veradi



Folio examines the art and science
of teaching and learning.

Task force shines spotlight on writing

The Writing Task force releases its recommendations

By Scott Lingley

Picture a large lecture hall packed with students in an introductory science course. The professor pauses from lecturing and tells students to prepare for the "one-minute bucket." The students already know the drill: they are to spend the next minute writing down in their own words what they think is the most important concept the professor has discussed in the preceding 30 minutes of the lecture.

A minute later the professor produces a bucket, which is filled with cards bearing individual students names. The professor selects a name and asks the student to read what he or she has written, allowing the professor an opportunity to discuss and clarify some of the concepts presented in class. Then the lecture resumes, the other students aware that their name may be

called the next time.

"It's a simple thing, but it means that in a lecture where you're covering a huge amount of information, you suddenly have a moment to write down in your words write down quickly what you think is the most important thing that was said," said Dr. Betsy Sargent, a University of Alberta English professor and co-chair of the university's Writing Task Force.

"Everybody does it because they're nervous about being called on, then one person gets instant feedback, but it's not feedback on the writing, it's feedback on whether they got the concept right. And there's no penalty. It's no extra work for the professor, because they're unmarked, but even that little change can affect how students write and how they think about writing," she said.

The Writing Task Force was struck in September 2005 to investigate the current quality of undergraduate writing at the U of A and to research what resources and strategies could be put in place to help improve that quality. In the space of less than a year, the 19-member task force produced seven subcommittee reports and a final report with three main recommendations to bring the U of A in line with other leading universities in North America.

Task force co-chair Dr. Ingrid Johnston, associate dean of research and graduate studies in the Faculty of Education, said there's an awareness across campus that there's room for improvement.

"One of the subcommittees did a survey of all the different faculties, asking for their perceptions of writing at the university. It was a small sample, but the response seemed to be that undergraduate writing was not as good as it could be generally, and that smaller class sizes, more resources, more workshops and more help with ESL would go toward improving that."

— Dr. Ingrid Johnston

"One of the subcommittees did a survey of all the different faculties, asking for their perceptions of writing at the university. It was a small sample, but the response seemed to be that undergraduate writing was not as good as it could be generally, and that smaller class sizes, more resources, more workshops and more help with ESL would go toward improving that," Johnston said.

The main recommendations of the report include creating a full-service, university-wide writing centre; developing a significant Writing-Across-Curriculum (WAC) program; and instituting an interdisciplinary Writing Studies Program with a teaching/research mandate.

Sargent noted that the university already has a Study Skills Centre that offers help to students, but that it lacks elements of successful, full-service writing centres at other universities. She said the writing centre suggested by the task force wouldn't be remedial, but would offer all kinds of resources to all levels of writers, that it would make those resources accessible to students whenever they needed them, and that it would operate free of charge. The



English professor and task force co-chair Dr. Betsy Sargent says the university could expand its writing resources to better meet the needs of students.

strength of such a centre would be to train peer-tutors from all disciplines who could bring specialized knowledge to help other students writing within those disciplines.

"The whole goal is to encourage as many students as possible to make use of it, and to be training as many peer tutors as possible," Sargent said. "It's a pretty common phenomenon at any major university to have a really good writing centre that's staffed with peer tutors both graduate and undergraduate. The U of A is remarkable in being one of the few large research universities in North America to not have something like this."

The task force final report also recommends recruiting a full-time staff member to oversee a WAC program, which would help faculty find ways to incorporate more writing into their classroom time.

"The way we started investigating WAC was to think about how faculty across campus could use informal and ungraded kinds of writing more frequently in their classes as a way to help the students learn the subject matter of the course better," Sargent said. She added that the task force presented workshops in the past year by Nancy Strachan, director of the writing centre at Simon Fraser University, and Toby Fulwiler, an internationally recognized expert on "writing-to-learn" from the University of Vermont, which introduced attendees to some of the concepts and techniques of WAC, but that support for WAC needs to extend beyond the areas where writing is traditionally taught.

"Other departments and disciplines and faculties have to be thinking about kinds of informal writing they could incorporate into their teaching to give their stu-

dents more practice getting their thoughts down on paper, and in ways that wouldn't increase their workload," she said.

The recommendation to establish a Writing Studies Program would require a significant commitment of effort and resources, but Sargent said the presence of a such a program at the U of A would be essential to helping sustain the Writing Centre and WAC program, as well as ensuring that writing instruction continues beyond introductory-level courses.

Johnston and Sargent said the Writing Task Force's final report has been submitted, but they haven't heard any response to its recommendations. They're agreed, however, that serving on the task force, hectic as it was, was a positive and inspiring experience.

"The task force is just an amazing group of people — I have loved working with them and getting to know them," Sargent said. "We were told we'd have until January 2007 to get our report and recommendations in, but last November, (dean of Arts) Daniel Woolf told us if we didn't get our recommendations done by May, there would probably be no point to it, because all the faculties were submitting their requests for the strategic plan and we needed to get ours in the pipeline in spring. I just didn't think that was humanly possible — at that moment we didn't have a website or any subcommittees assigned to do this research. But we got it all finished by mid-June."

"I think that's amazing. The amount of work people did is just astonishing."

The U of A Writing Task Force's final report is available for download at <http://www.arts.ualberta.ca/wtf/index.htm>. ■

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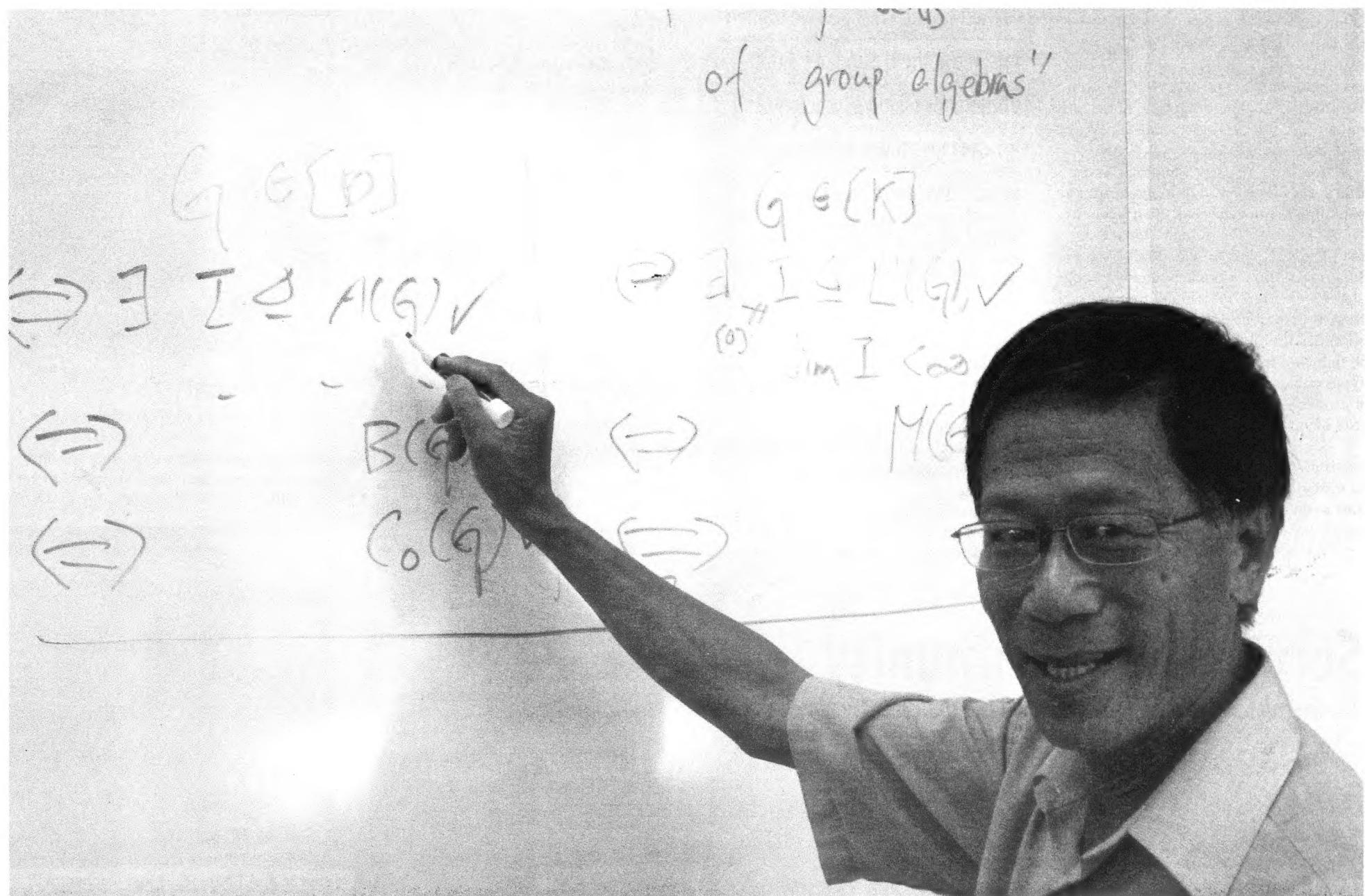
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Zoltan Varadi

Dr. Tony Lau thinks being approachable to students is critical to their learning.

The art and science of teaching

3M winners share their views on pedagogy

By Zoltan Varadi

In one discipline, absolutes are a rarity; in the other, there really is only one answer – the right one.

Although their fields may be as different as their subsequent pedagogy, at the heart of it, both Dr. Tony Lau, professor and chair of mathematics and statistical sciences, and Dr. David Kahane, professor of philosophy, know that no amount of chalk 'n' talk compares to having their students actively engage a problem in their development of understanding course material.

"Most of the learning happens when students do things with material," said Kahane of his support for 'active learning' – group work, discussion, and at least in the case of one class last term, meditation.

"As I did more and more teaching, I just had the emerging realization that students generally learn more by doing than by listening and receiving," he said. "On top of that, it's a subset of class that gets much out of listening to ideas presented to them in the linear fashion. For students who aren't already drawn in to be curious about the stuff, they can just totally drop out of the picture. So the other thing behind doing as much active learning is that I want to teach the whole class."

"And that means finding ways of connecting the course material with the students' own questions. And in order to process their own questions, students need to be talking with each other about it in ways that have lower stakes than standing up and trying to something in front of a class of 150."

Discussion groups likely don't figure

"I've realized that I'll do my best and a lot of what happens is about the incomparable combination of what I'm saying, who the students are, what they know or what they had for breakfast that morning."

– Dr. David Kahane

much into Dr. Lau's classroom equation – no amount of debate will change the reality in his world where "X" has a subscribed value. But when presenting seemingly abstract notions, such as the mean value theorem in calculus, having students solve a problem revolving around speeding on the highway is the perfect way to demonstrate the subject in concrete terms.

Likewise, a lecture on vectors may find you examining Lau's old television antenna. "When they stick out they look like vectors," he says. "That seems to be really effective and they really can see, because I'm talking about three dimensions."

Lau also says that it's imperative that he communicates approachability to those who take his classes – not always the easiest thing to do particularly in the context of first-year courses where enrollment numbers in the hundreds, but he says if students are willing to take up the offer of his open door policy, he'll more than make the effort to personalize the experience.

"In classes I always try to encourage them to talk and to raise questions, and I also encourage them to come and see me.

Even if I'm teaching 200 students, I record the names of students who have come to see me, because I tell them, especially in a first year class, most people do not know any professors. In order for me to know a student, they have to come and see me."

Whatever their method, it's working. Both Kahane and Lau are the most recent U of A recipients of the 3M award, Canada's foremost nod for excellence in teaching. And even if you've never had a lecture by either, just discuss their chosen vocation with them for a even few minutes and you'll recognize you're talking to some very deserving candidates.

"For me, teaching is the most rewarding and enjoyable part of my life," said Lau, showing off pictures of what he calls his "family." In one such snap, a group shot taken at an academic symposium, he counts off the number of former students present; the photo shows four generations of learning – Lau's supervisor from his grad student days, Lau's first PhD student, Keith Taylor, now Dean of Sciences at Dalhousie University, and Taylor's first student.

Also among the memorabilia is a brochure for Harvey Mudd University, where Lau's second PhD student, Maria Klawe, now holds the office of president.

"Teaching is a sharing experience," he said proudly. "I share my knowledge and insight of mathematics with my students."

For his part, Kahane's passion isn't any less forthright; although he tempers his command of the material with the understanding that philosophical constructs are a constantly evolving proposition.

"We're all figuring this stuff out. I'm not standing up there with all the answers trying to get them to arrive where I am. We're all processing these deep and perennial questions and struggling to wade our way through them."

Keeping that in mind, Kahane and Lau, through virtue of experience, have come to realize that being a good teacher doesn't necessarily mean you'll get through to every student every time, and to try as much would be futile. Just do your best, they say.

"I think a lot of teacher stress is associated with the fantasy of control – if I just present this in the right way then my students are going to learn 'x' or experience 'x,'" said Kahane. "I've realized that I'll do my best and a lot of what happens is about the incomparable combination of what I'm saying, who the students are, what they know or what they had for breakfast that morning."

"Most of the learning happens when students do things with material. Not only is that an argument for active learning, but also being easy on yourself when it comes to getting things just right in terms of the structure of the class – putting less energy into that and just doing something with the students questions and energies and intelligence once you hand the material over to them."

Or, as Lau succinctly puts it, even if a student doesn't yet have a firm grasp on the material, the most one can do is be supportive and encouraging.

"I believe everyone is good in certain ways," he said. ■

High-tech higher education

Technology is powerful when used effectively, says expert

By Zoltan Varadi

That technology has the potential to revolutionize the way teachers teach and students learn goes without saying – the real rub lies in utilizing new tools to their maximum advantage, says Dr. Connie Varnhagen, an expert in instructional technology and University of Alberta psychology professor.

"You can't just say, 'I'm going to use this in my class' if you don't have a reason for using it," she said. "Just like why would you say, 'I'm going to have them read this text book,' if you don't have a reason to read the textbook. So many people start playing around with all the cool stuff there is to do, but it fails miserably because students don't know why they're doing it, there is a learning curve with different types of technologies and if we don't assist it properly the students don't ever perceive it as being a benefit."

But Varnhagen, who both studies and uses new technologies – from podcasting to virtual classrooms to videoconferencing, and so on – praises the tools' multi-faceted uses when applied in the right context.

"When I went to school, we trained

"When I went to school, we trained rats. We at the U of A have 4,000 undergrads taking psychology and we can't give them 4,000 rats, but we can give them access to virtual rats."

– Dr. Connie Varnhagen

rats," she said. "We at the U of A have 4,000 undergrads taking psychology and we can't give them 4,000 rats, but we can give them access to virtual rats. And so they can do the exact same thing as they would with the regular rat – except lose it and learn really important principles about learning."

Varnhagen also espouses the virtues of technology in creating a truly boundary-free learning environment.

"There's tons of different types of online stuff. You could put information online like your syllabus and your course notes and the textbook even. You can have communication online through synchronous chats or asynchronous discussion groups or even e-mail. You can even have synchronous ways of communicating with people all working together on a paper or some problem together but all at a distance."

However Varnhagen cautions that with emerging technologies comes a learning curve in their application and a need to assess how such developments will shift the very structure of traditional course structure.

"I think there is a cultural shift happening in the classroom. The University of Alberta is starting to promote and support an approach to learning where students are taking control over their own learning – and technology can certainly help with that."

And of all the new bells and whistles, what's Varnhagen's favourite?

"Whatever works. Even chalk." ■

Talking about technology

Students share their opinions on technology in the classroom

By Zoltan Varadi



ALAN HILDEBRANDT

Professors use PowerPoint these days which makes the information a little more accessible both within the class and out of the classroom when you need to get the notes.



CAROLINE TREMBLAY

I like it because chalk makes me sneeze and I hate it....Most teachers will put the notes up on the Internet before or even after (a lecture), so you just have to add on. It's much more interactive and much less boring.



MEAGAN KOSHMAN

I've heard teachers say that they wish they had something so that they could respond to, or that the class could vote on, and you could see results on it right there. It could be useful for a lot of classes especially sociology and psychology classes.



MARIA STOCKEL

With (the program) Blackboard you can talk to people in your courses and there're online discussion boards. You can see your grades there, you can look at assignments, and you can download all the notes for class. It makes it a lot easier. I think it's great. ■

Serving the community

Community Service Learning bridges the divide between classroom and community

By Ileiren Byles

Denise McLaren wears her clothing in layers, as armour against the world around her. She shed that armour in front of a University of Alberta classroom this summer.

"For those of you who came here today to see a criminal, I did bring a criminal with me," said McLaren, assistant to Reverend Coleen Lynch's Women's Reintegration Chaplaincy.

She then removed her dark business blazer and bright-red shirt, McLaren said. "This is my armour. This is what I wear to get me through the real world. I had a hell of a lot easier time getting through it while I was in jail, let me tell you."

Finally in faded jeans and an army green tank top, she spread her tattooed arms wide.

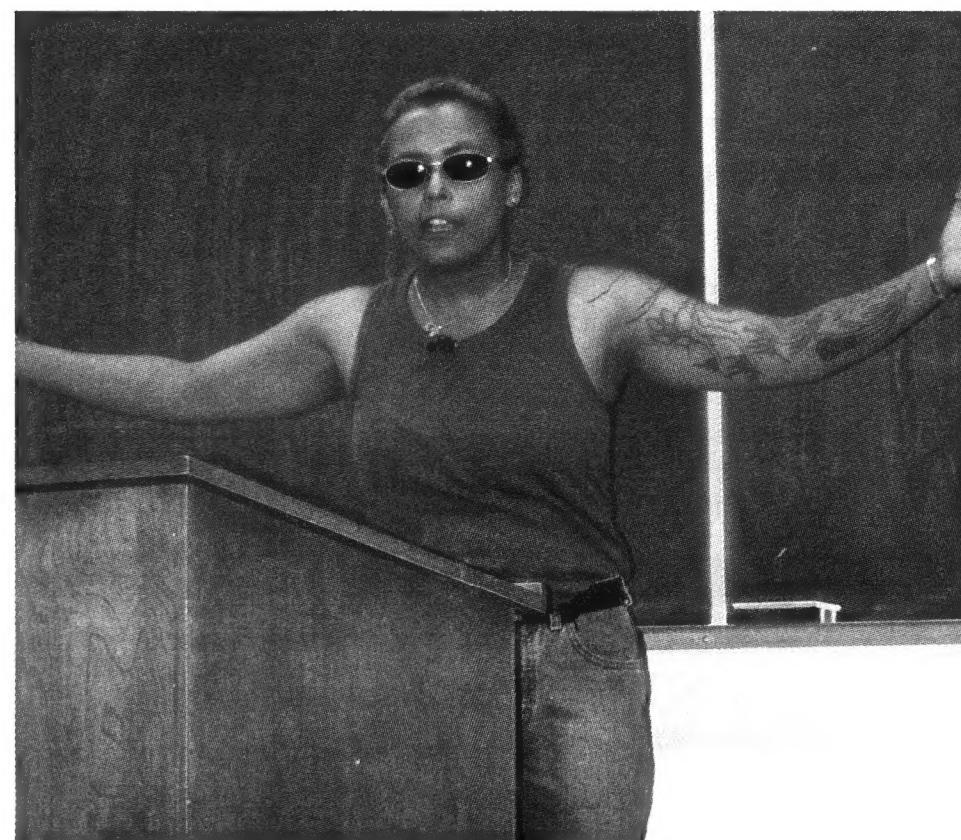
"There. You've met your criminal. Now, do you want to hear a story about a person?"

McLaren and Lynch were on campus to talk about their mission, opening the hearts and minds of the community to help women leaving prison. The two women were guests of U of A sociology student Georgie Jarvis, who met them while volunteering through the university's Community Service Learning program (CSL).

McLaren, who served 14 years in prison for two counts of armed robbery and one count of manslaughter, refuses to blame a brutal childhood filled with fear, sexual abuse, drug addiction and isolation.

"I am partially responsible for taking a person's life. I am absolutely responsible for scaring the living s--- out of the people behind the counter when I wanted their money. I take full responsibility for that," she said. "For who I am today, however, I'm forced to share some of that responsibility. I'm standing here today because somebody took an interest in me."

McLaren spoke of the barriers she faced coming out of jail; everyday things like setting up a bank account or getting a driver's licence, were humiliating. But a support network of caring individuals – including volunteers gave her a place to stay while on day parole – helped her become a full participant in society. And in 2004,



Ileiren Byles
"You've met your criminal," said ex-convict and U of A graduate Denise McLaren during a campus talk this summer.

"I'm standing here today because somebody took an interest in me."

– Denise McLaren

McLaren earned her degree in psychology from the U of A.

Jarvis, who is studying free will and decision-making, said working with McLaren and Lynch has been an eye-opening experience.

"I thought, 'What better way to learn about it than to look at women who are taken out of a familiar environment and placed into a completely foreign one, where all the rules are different? Can they maintain their free will? Are they forced to change?'" she said.

"This is something that really needs more attention. It's too easy for people to say, 'They're just criminals. This is not a worthy cause.' These women are suffering

discrimination, too."

Lynch said the U of A Community Service Learning program has been life-altering for her.

"The Community Service Learning program has single-handedly helped Women's Reintegration Chaplaincy with having a relationship with the U of A and bringing many students who have been able to be a part of us, and we've been a part of them."

Both Lynch and McLaren are glad of any opportunity to speak to others about their work.

"I could be your daughter, your sister, your mother, your friend or I could just be this person standing up here, giving you this message. Either way, we are all responsible for bringing out people who are wounded, back to wholeness," said McLaren. "If we couldn't help them while they were being wounded, we need to help them now that we know they are wounded." ■



Dr. Mike Belosevic has kept track of the many graduate students he's mentored over the years, 98 per cent of whom have gone on to successful careers in biology or environmental engineering.

For the love of teaching

University Cup winner doesn't keep office hours – his door is always open

By Bev Betkowski

The University of Alberta celebrated its 11th anniversary of teaching and learning excellence on Sept. 8, honouring its best and brightest students and teachers, including this year's winner of the prestigious University Cup, Dr. Mike Belosevic.

The celebration at Myer Horowitz Theatre today, led by U of A President Dr. Indira Samarasekera, recognized the standard of excellence reached by the university's faculty and students. Belosevic, who received the U of A's first-rate honour for his 19 years of top-notch teaching and research, is a sterling personification of that, Samarasekera said.

"Dr. Belosevic embodies the best of teaching and research at the University of Alberta. He cares deeply about both his work and his students, and it shows in the level of excellence he has achieved in his many years as part of our university."

One wall of the biology professor's small office is plastered from top to bottom with photos of beaming students – every one of them a child in a surrogate family he's been teaching for almost 20 years.

The home-made wall of fame, which also sports photos of exotic purplish protzoa, symbolizes Belosevic's combined pride and joy – teaching and research.

Described by one colleague as having "the exterior of a grizzly bear" and a reputation for particularly tough exams (Belosevic doesn't disagree with the latter), he is nonetheless admired by his students

for his genuine interest in their dreams and accomplishments.

He can point to any picture on the wall and recite with pride the successes of all but one (he lost track after the student went on to Harvard) of the 26 graduate students he's sent into the world over the years. He's pleased with the successes of all his students, which have included in their number a Maori prince. "I'm proud to say that 98 per cent of my graduate students have positions in the biology or environmental engineering fields.

"One develops a student-teacher bond that continues on," added Belosevic, who is married and has a teenaged son of his own.

"He's a father figure to us," said George Haddad, a masters student who was welcomed into Belosevic's lab in the Department of Biological Sciences last year. "He's a warm-hearted person. Within one week, I felt so welcome, like I was part of the family."

And it's quite a family – since he began his career at the U of A in 1988, Belosevic has taught more than 4,000 undergrad and graduate students about the wonders and intricacies of immunology, parasitology and environmental microbiology – all increasingly relevant areas of research in an environmentally overtaxed world. Teaching and research are irrevocably linked in his classroom philosophy. "What I learn in my research I pass on to the students."

Belosevic's deep commitment to his

research is evident in some of the honours he's earned over the years, including awards from the Canadian Society of Zoology, the American Society of Civil Engineers, and the ASTech Award, one of Alberta's most prestigious science awards. He is currently working to help establish a Centre of Excellence at the U of A to study prions. As well, he's probing the mystery of how fish develop immunity to pathogens.

"Mike is very concerned about the success of new professors at the university and works to ensure that they are aware of opportunities available to them. His door is always open and he is more than willing to offer constructive criticism on colleagues' grant applications that is always sound advice," said Dr. Laura Frost, chair of the Biological Sciences Department. She added that Belosevic has been instrumental in creating the Alberta Ingenuity Centre for Water Research as well as the Prion Institute.

His accomplishments also extend to innovative teaching methods. One of his most unique achievements was the establishment in 1998 of a teleconferencing course in parasitology for third-year students. The online course was developed for University of Calgary students, who at the time needed a substitute teacher to fill in for a retiring professor. Belosevic stepped in with the course, which includes a virtual lab and stood out as a new way to reach

"He's a father figure to us. He's a warm-hearted person. Within one week, I felt so welcome, like I was part of the family."

– George Haddad

students. Today, the course enrolment is always full.

Belosevic credits his love of the classroom to his own mentors; a handful of "very enthusiastic" teachers at the University of Manitoba and McGill University, where he took his education, as well as colleagues at the U of A. "They were always available for questions."

It's a policy he goes by today – there are no 'student hours.' The door to his office is always open, regardless of the time of day. And there is no such thing as a dumb question. "You have to create an environment of trust and learning. If students feel they can ask questions and not be penalized for asking the wrong questions, you have done your job."

He is "humbled" to receive this year's University Cup, he added. "I'm tremendously honoured. I hope I'm worthy of it." ■

Student wants to take his lessons home

Maxwell Zhira plans to bring new knowledge to Zimbabwe

By Bev Betkowski

While most of the globe views Africa as a troubled continent with insurmountable problems, Maxwell Zhira sees his home of Zimbabwe as a place of great potential and hope.

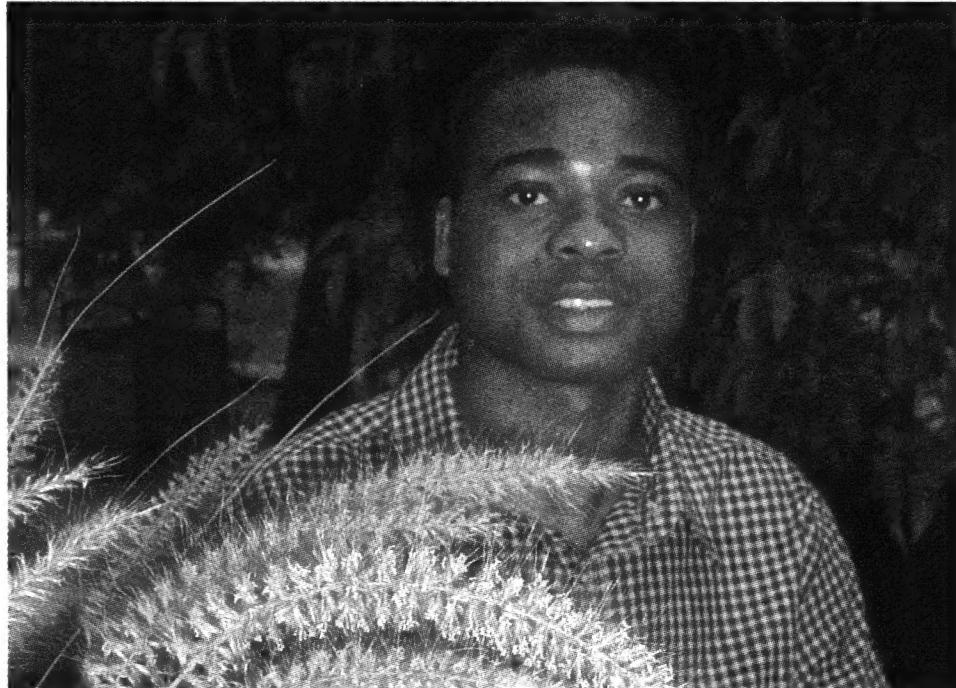
As soon as he earns his PhD in history from the University of Alberta, Zhira, 26, is heading home to help his country as it struggles through monumental social and political changes. "To stay here would be to betray the cause. It's much more important to make a contribution," he said.

Zhira's dedication to his studies at the University of Alberta over the past three years is being honoured at the U of A's annual Celebration of Teaching and Learning Sept. 8, when he will receive the Honorary Izaak Walton Killam Memorial Scholarship.

Students like Zhira bring valuable international perspectives to campus, said U of A President Indira Samarasekera. "The presence of dynamic students like Maxwell enriches the learning experience for everyone here. It also provides the university with the wonderful opportunity to help him realize his dreams for his country."

The award tops a list of awards and accomplishments for this young man. Zhira grew up and took his primary education in the rural areas of Masvingo. His teenage years were spent in the city of KweKwe, where his father worked at a mine. One of six children, "from a tender age, I grew up with a feeling I wanted to go to university...I wanted to realize it."

After graduating from his local high school, Zhira attended the University of Zimbabwe to study arts before specializing



Maxwell Zhira intends to return to his homeland to help it emerge from economic and political troubles.

in his second year in economic history, an area that intrigued him. "The study of history requires a good memory to master great detail. It is an exercise that seeks to connect the present with the past."

After earning an honours BA in the field in 2002, Zhira met Dr. Guy Thompson, a visiting scholar from the University of Alberta who would open his path to Canada, and the chance for deeper studies. Thompson, a professor of History and Classics, was looking for a research assistant and asked Zhira if he wanted the task. He did and, after start-

ing studies at the University of Alberta in 2003, last winter Zhira received his MA in history. Now a provisional PhD candidate in modern African history, Zhira is eager to offer his knowledge for the good of his country. Working as a university professor or perhaps a politician, he hopes to raise awareness of the country's problems both to residents and to the rest of the world.

"His research has taken him beyond the day-to-day politics of Zimbabwe to probe the complexities of international debt and global inequality," said Thompson, noting that a change in government allowed

Zhira and other young men and women to get more education than their parents ever had, but at the time he graduated with his BA, the government had lost that vision and he was faced with dismal job prospects. "I think the contradictions evident in his own life are part of what fuels his intellect and research," Thompson said.

While other foreign students sometimes choose to stay in Canada, Zhira knows he wants to go home after earning his PhD. "Zimbabwe is in a crisis of economic decline and a political crisis of tension among different factions. I seek to explain the historical roots of the crisis, to change the present for something better." To stay in Canada where the standard of living is higher and life is stable is "quite tempting" he admitted, "but it is those very risks and uncertainties which inspire me to go back."

"He is, quite literally, a reflection of Zimbabwe's hope for the future," said Dr. Ann McDougall, director of Middle Eastern and African Studies (MEAS) for the University of Alberta. Along with his studies, Zhira serves on the MEAS executive committee. "He is one of the few in this desperate nation on whom fate has smiled and offered an opportunity to study abroad. He has not disappointed and the subject of his thesis is testimony to his commitment and passion."

Whatever his future holds, Zhira is grateful for his time at the U of A. "It takes a perfect environment to realize hopes and dreams. My experience at the U of A greatly expanded my horizons and sharpened my vision. It is a unique environment where dreams come true." ■

Renewed work ethic pays off

Top student admits he wasn't always so diligent

By Bev Betkowski

For a kid who hated homework, Kyle Holland has not done too badly. The University of Alberta engineering student is returning for his second year of studies fortified by a new \$10,000 scholarship for top grades.

The Petro-Canada Emerging Leaders Dean's Citation honours academic excellence for students enrolled in the U of A faculties of engineering, science and business. Holland's perfect 4.0 grade point average exceeds by a healthy margin the 3.5 average required to qualify for the award. On top of that, he also received a \$10,000 Dean's Entrance Citation scholarship when he arrived last fall for his first year of classes.

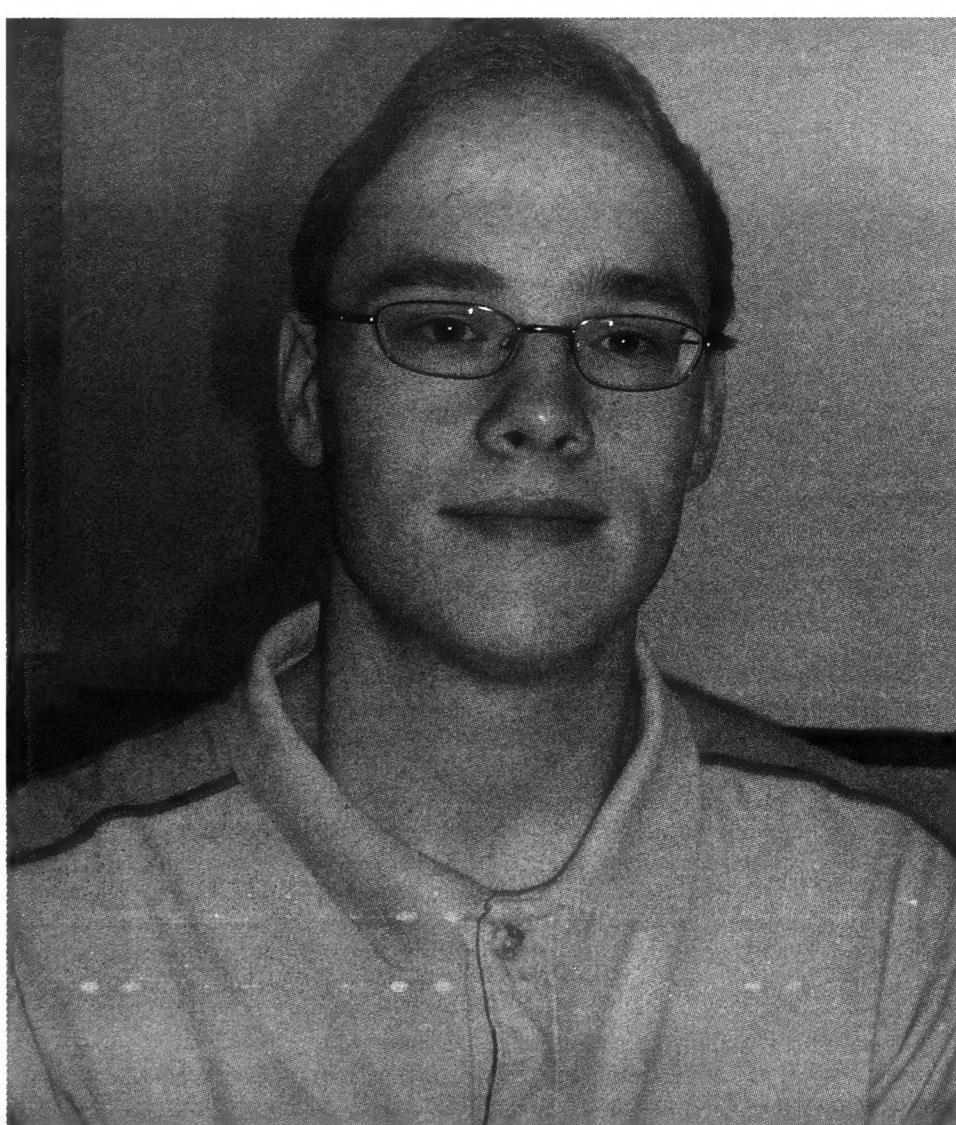
It wasn't always that way, though. Holland, one of several top students who will be recognized at the annual U of A Celebration of Teaching and Learning, was a good student until he hit junior high school in his hometown of Spruce Grove. That's when he discovered how much he loathed homework.

"Elementary school was OK, but I just didn't like homework – I wouldn't do it. I'd watch TV instead, or hang out with my friends. When I started having to do work outside of class, that's when I ran into trouble."

The new ideas posed by science classes in chemistry and biology didn't excite him, and were viewed as problems, not challenges. "I didn't want to do more work." A naturally bright student, his poor work ethic translated into average grades, leaving him in the middle of the pack – passable, but not outstanding.

Holland, 19, didn't have a strong feeling for what he wanted in terms of a career. He dabbled briefly with a hobby in computer science, but realized after a while that it wasn't creative enough for him. University was a goal, but a vague one.

What turned his motivation around



Once a kid who didn't care much for school, Kyle Holland went on to achieve a perfect grade-point average in his first year of engineering at the U of A, before snagging the Petro-Canada Emerging Leaders Dean's Citation.

was a tough but caring Grade 9 language arts and social studies teacher – incidentally, classes where his marks were at their lowest. She soon caught on if Holland

didn't complete assignments, and it wasn't long before she called him on it. "If you didn't work, she'd make you work."

Under her rigorous teaching, Holland's

"Elementary school was OK, but I just didn't like homework – I wouldn't do it. I'd watch TV instead, or hang out with my friends. When I started having to do work outside of class, that's when I ran into trouble."

– Kyle Holland

writing and study skills got better and by the end of Grade 9, he had pulled his average up by five to 10 per cent. By the end of Grade 12, he had a 98 – per – cent average – and was doing his homework. Today, he's got one rule:

"The key is not to fall behind on things." The Petro-Canada scholarship – a pleasant surprise – will come in handy for Holland, who works part-time at a grocery store in Spruce Grove, where he not only punches a till, but does payroll and file-maintenance duty.

"Kyle is indicative of the kind of dedicated student that the University of Alberta attracts," said President Dr. Indira Samarasekera. "His commitment to his studies reflects the very best of what our students strive to accomplish, and we are proud of them."

Holland looks forward to his second year of studies, which will take him into the world of nanotechnology, an area of tiny wonders that intrigues him. "There are so many aspects to this field. It's weird, but fascinating at the same time." Holland is toying with the idea of materials engineering, creating "something that would benefit a lot of people." ■

Back to the bricks

After a childhood of home schooling, Matthew Benesch is already accomplishing big things as he enters the halls of the U of A

By Bev Betkowski

Matthew Benesch has a motto he lives by: "Always forward, never backward," and it's this belief that buoyed him successfully through 12 years of schooling that started out riddled with illness and frustration.

His will to succeed has earned the 19-year-old a \$15,000 Chancellor's Entrance Citation Scholarship to the University of Alberta, where he enters the Faculty of Science this month. Benesch is one of hundreds of U of A undergraduate and graduate students who will be welcomed and honoured for their achievements at the university's 11th annual Celebration of Teaching and Learning Sept. 8.

Benesch's academic accomplishments so far are impressive, and belie the rough start he got as a little boy just entering Grade 1 in Wildwood, a tiny hamlet 110 kilometres west of Edmonton. As a child, Benesch was severely allergic to many foods and environmental factors which made classroom participation almost impossible for the youngster. Today there are measures to ensure such children are able to attend school, but not back then.

"If you were in the public school system and you had allergies, there was nothing out there for you," he said. Consideration and co-operation for such a situation just didn't exist, he said. "We couldn't even get the janitors to rub my desk down with a separate cloth (which his parents supplied) to avoid contamination."

During the beginning of his third year in school, Benesch suffered such a frightening asthma attack, his parents withdrew him and turned to distance learning, or home-schooling. With his homemaker mother acting as teacher, Benesch and his younger brother and sister took their entire educations via lesson packages supplied by the Alberta Distance Learning Centre's central office in Barrhead - 150 km away.

Year after year, Benesch and his siblings learned to sandwich daily chores with their studies, and he spent as much time in front of the books as any kid in a conventional classroom; six hours for normal work, eight hours at exam time. They'd mail their completed lessons back to Barrhead for marking, and then write final exams at a

"If you were in the public school system and you had allergies, there was nothing out there for you."

- Matthew Benesch

regional office in Edmonton. Today, he's got a growing list of sterling accomplishments both inside and outside of his roomless classroom.

Of the 16,000 to 20,000 students who are taking distance education in Alberta, Benesch was the top student most years in his grade, including Grade 12. He finished his Biology 30 exam with a 100 per cent mark, which is believed to be a first for Alberta Distance Learning. He also finished his other 30-level sciences and math options with marks between 96 and 100 per cent.

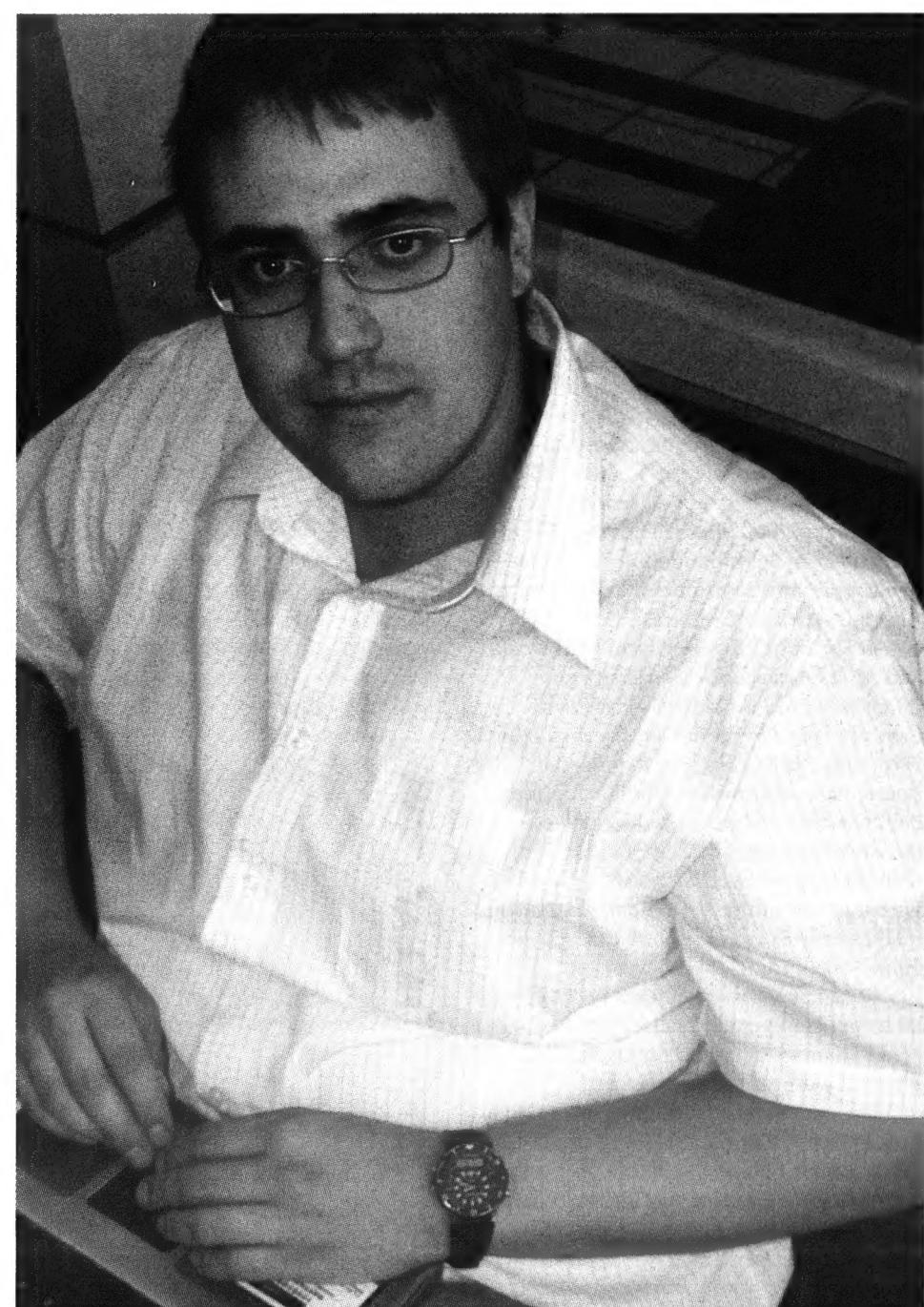
Benesch learned to love computers at a tender age because he was too sick to play at recess. He built his first website in Grade 10 and eventually formed Bytespace.ca, a business designing websites for community organizations and businesses on a volunteer and paid basis. He has about 15 clients and, among his larger projects, has rewritten software used to manage natural gas flow for 100,000 rural gas co-op customers.

Benesch never felt cheated because he couldn't attend a bricks-and-mortar classroom. Just the opposite, because it allowed him to hone tools he knows he'll need to succeed in university: organization skills, time management and knowing how to seek out resources.

Besides a self-admitted competitive streak, Benesch credits his parents and a regular schedule of studies and chores for staying on track with a self-administered education. That, and the rocky start his school career had.

"Always being sick, always having to overcome it, built my attitude. It was naturally harder to get things accomplished," he said.

Benesch plans to study biochemistry at the University of Alberta for a career in the medical field, an area that has special meaning for him. "I was always around doctors and hospitals growing up, they



Matthew Benesch credits the health struggles of his childhood for building his will to achieve.

were always helping me out so I figure that's the best combination of academics and people I can get."

Benesch is so excited about starting his studies at the U of A, he's already connect-

ing with other new students through a U of A online discussion board. To one anxious classmate he had this to say by way of encouragement: "Above all, believe in yourself - confidence is half the victory." ■

Award winner looks for simple solutions

Engineering student hopes to help her ailing country

By Ileiren Byles

Despite the latest and greatest technology at the tip of her fingers, Alma Ornés looks for basic engineering solutions to the problems posed by civil engineering.

The 19-year-old University of Alberta engineering student and her family moved to Canada from her home in Venezuela a year ago. Her first Canadian winter was a bit of a shock, she says. "Oh, my God, I thought I would die. It was so cold!"

But the 2006 C.D. Howe Memorial Foundation Engineering Award recipient found both countries share some of the same issues. Listening to public-health messages in Alberta about preventing the spread of West Nile virus evoked a certain sense of *déjà vu* for Ornés.

"I came all the way here and there are also diseases from mosquitoes. We also have a lot of problems with diseases like dengue or cholera," she said, adding that engineering solutions could hold answers for both countries. "Venezuela is a country that has so much oil and is very, very rich, and things like simple water treat-

ment and not leaving puddles of water outside can reduce the chance of getting sick so much."

Ornés is one of two 2006 recipients of the C.D. Howe Award, which honours the top two first-year engineering students (one male and one female) in Canada. She was honoured for this achievement, as well as for earning a Petro-Canada Emerging Leaders Dean's Citation, at the U of A's annual Celebration of Teaching and Learning.

The C.D. Howe prize is worth \$7,500 per year for three years. Candidates must have completed their first year of engineering and be nominated by the faculty's dean.

"We have had a good success rate with C.D. Howe nominations, and Ms. Ornés follows the historical tradition of student award winners in our Faculty," said Dr. David Lynch, dean of the Faculty of Engineering. "Her marks were high, but I was also impressed by her unique combination of skills, background and her

"My county is basically falling apart. The main bridge to go to the airport in the capital city just fell down, collapsed. Things like that can be solved with simple technology we have now instead of going for high-tech stuff."

- Alma Ornés

professionalism."

Ornés' family has a long history of taking care of engineering problems. Her grandfather was an engineer with the Venezuelan government, responsible for building many of the roads through the dense jungles of the Amazon. Both of her

parents are chemical engineers. "So, you see, it's engineering all the way," she said.

Despite her parents' chemistry background, Ornés is focusing on civil and environmental engineering during her second year of studies at the U of A.

"I like the fact that I could still work as a civil engineer, but I still get to see a lot of environmental stuff and study a little more chemistry and biology," she said.

While Ornés said she'd like to make a difference in Venezuela someday, the political situation at home remains too unstable to consider returning. But if she does, she's full of ideas on how to improve the lives of the country's residents. A nation like Venezuela should be looking at sustainable, basic solutions, she said.

"I had a lot of concerns back home in my country. My county is basically falling apart. The main bridge to go to the airport in the capital city just fell down, collapsed. Things like that can be solved with simple technology we have now instead of going for high-tech stuff." ■

In a sea of students, a place to call home

Aboriginal Student Services supports First Nations students

By Ileiren Byles

The University of Alberta is welcoming more than 30,700 undergraduate students and 6,150 graduate students to the first week of school. There are 8,200 new undergrads, roughly half of them entering university directly from high school and half transferring in from other post-secondary institutions to complete their degrees here. An additional 750 new grad students are on campus this year.

When caught up in the sea of 36,950 students who will be calling the U of A home this year, it can be easy to feel a little lost.

Aboriginal Student Services is making sure First Nations students always have a place to feel welcome.

"University, even if you're from Edmonton and all your friends are going to the U of A, it's intimidating," said Irene Spelliscy, acting co-ordinator at the U of A's Aboriginal Student Services.

"It's a lot of pressure, it's a lot of work, and it's a lot of sacrifice – socially and financially. Add on to that, people who have to deal with racism, family members who might be suffering from personal issues, moving from a smaller community, culture shock and people who may or may not understand your traditions and your values and your need to go back and be with that community – you add all that together and you have a very difficult situation," she said.

"It can be very difficult for people to be so self-centred and focused on themselves in order to be successful students. It's a very uncomfortable feeling for a lot of aboriginal people, and they have to give up a little piece of themselves in order to do that."

Aboriginal Student Services held their own Week Of Welcome events this year, including the raising of a tipi, a stew and bannock lunch, traditional songs, dance, games and storytelling and even some stand-up comedy to let aboriginal and non-aboriginal students know what the office offers.

"Aboriginal Student Services offers support and advocacy to aboriginal students on campus, as well as help for non-aboriginal students who are either looking for research material or information on traditional cultural appropriateness. We have an Elder who works with our office and a smudge and meditation room, so people can come and talk to someone if they're having problems, or if they just need a quiet place to pray, or if they just want to learn a little more about Cree practices,"

said Spelliscy.

"On a more practical and academic side of things, this year we now offer tutoring to aboriginal students, as well as photocopying, faxing, phone calls – especially for those students who are funded by a band and they have to send in their attendance and their marks."

Along with the successful Transition Year Program, Aboriginal Students Services now also offers the Mentoring Aboriginal Peers program for first-year students.

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– Irene Spelliscy

"Older, third- or fourth-year students or grad students will pair up with first-year students and show them around campus or around the city. They show them they can survive this first year, as well as give them all those little tips you need – where to get a good, cheap cup of coffee and where's a good place to go for dinner," said Spelliscy.

The Aboriginal Student Services Office is interested in sharing cultural perspectives with non-aboriginal students and creating connections between First Nations communities – whether Cree, Blackfoot or Inuit, said Spelliscy.

"There are a lot of different cultures within aboriginal culture. There's so much multiculturalism that we just try to tap into



Aboriginal Student Services' Irene Spelliscy and incoming president of the U of A's aboriginal student council Derek Thunder stand in front of the tipi set up as part of the office's Week Of Welcome activities.

a bit of it for that sense of comfort – traditional smelling foods, the sound of a drum, the sound of a song. Those things can be comforting and let students know they're not alone here; other people understand where they come from," she said. "What

we try to do is encourage people to share their culture with each other, so that it becomes a sense of community and a sense of sharing and understanding. If we can do it here, then maybe it can start to grow out into the community, as well." ■

Telus Centre focuses on students

Centre adds classroom space, allows for better use of technology in courses

By Caitlin Crawshaw

In an effort to beat the space crunch on campus and promote the use of technology in classrooms, the Telus Centre for Professional Development building is changing to serve academic purposes exclusively.

Since opening in 2000, the centre has supported professional development activities, including industry conferences and professional supports for the external community, as well as providing some classroom space and resources for university students. However, with student enrollment growing, and the closing and subsequent demolition of the Physics Building and V-Wing, space on campus is at a premium.

This September, the centre changes to serve students and faculty almost exclusively, to help alleviate this space shortage. But the building won't merely offer greater classroom space – it'll also provide technological support for courses across all disciplines and levels of study.

The Telus Centre is becoming "the primary place on campus where we can work with instructors and give them some support in trying out the improvements or innovations," said Dr. Paul Sorensen, vice-provost and associate vice-president (information technology).

The building, which will keep its name for another decade, is housing a centre for teaching and learning, part of the university-wide e-learning initiative.

E-Learning Development Officer Sandra Dowie says the benefits of the Telus Centre's technological resources and those across campus generally, are broad. More technological support can make classes more interactive and engaging for students, for instance, and it can remove barriers to learning.

"You can have more students in class and more students off campus, so you can open up access to students at a distance. And you can also partner with other institutions, where you have two different

"You can have more students in class and more students off campus, so you can open up access to students at a distance. And you can also partner with other institutions, where you have two different courses operating at institutions, but you are sharing instructors, and that might involve videoconferencing technology."

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"You can have more students in class and more students off campus, so you can open up access to students at a distance. And you can also partner with other institutions, where you have two different courses operating at institutions, but you are sharing instructors, and that might involve videoconferencing technology."

"So you're getting a continuum of practice, where you have better face-to-face

instruction, but then you start involving, through technology, students off of campus."

While the changes to the Telus Centre won't benefit every student on campus right away, Sorensen says the repurposing is tightly connected with a number of recent initiatives related to the 2005 e-learning report, which are geared towards a better learning environment for students. The report examined ways to better integrate technology, teaching and learning, and made a number of recommendations.

"(The repurposing) is part of a set of initiatives to really enhance discovery learning on campus – which is innovation in teaching and learning – but also bringing in the integration of research in teaching as well," he said.

The Telus Centre will also house a number of other campus initiatives, including the McTaggart Collection of rare Asian art and artifacts and the new China Institute. ■

Breaking down learning barriers

High-tech strategies enhance learning for students with disabilities

By Caitlin Crawshaw

Imagine a talking, wireless computer smaller than a laptop that can tell you exactly where you are on campus at any given time. It is infrared, Bluetooth and a digital recorder.

"It's wireless, it has a Braille display, so everything the computer is accessing is also in Braille, with voice output," said Tom Sheridan, manager of Adaptive Technology Services at the University of Alberta's Specialized Support and Disability Services (SSDS).

There are nine of these devices being used on campus right now, and chances are you've never seen or heard of it. But the PacMate is making a big difference for students who are partially-sighted or blind, explains Sheridan.

In fact, it is only one of a number of high-tech gadgets being used by students and staff across campus. These devices are what are known as adaptive technology – technology that is modified to allow all people to utilize it. And for students managing the rigors of academic life, and staff managing the demands of the workplace, these tools can greatly increase independence and work efficiency.

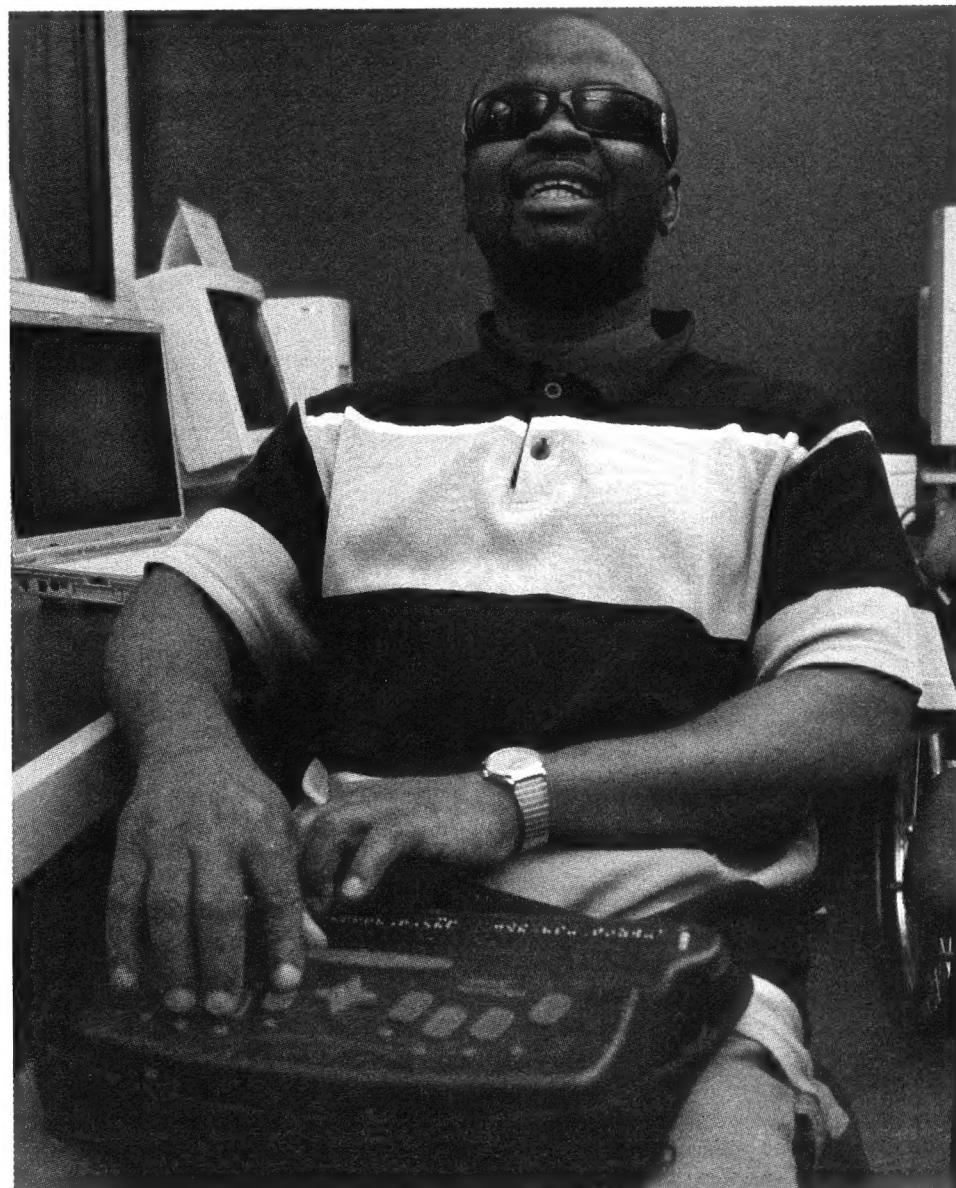
"There's a number of staff on campus who probably wouldn't be able to maintain their employment if it weren't for adaptive technology," said Sheridan, who does assessments to help staff and student clients determine which technologies are best suited to them.

When SSDS opened in 1980, it had 40 students. This year, SSDS provides assistance for about 600 students and staff on campus with a wide array of disabilities pertaining to vision, hearing, mobility, and learning, as well as physical, neurological and psychological disabilities. Besides offering help with choosing and applying for government funding for adaptive technologies, the unit provides numerous educational supports.

Sheridan explains that finding the right technology to do the job is just part of the process. SSDS provides extensive training on software and technologies, to make sure that students understand how to use their technology, and have achieved a good comfort level with it.

He recalls working with a U of A staff member who had purchased voice-recognition software, but refused to use it after finding it tricky to navigate. But with proper training, the software came down from the office shelf, and has become a favourite tool.

Other popular options for persons with disabilities at the University include software that takes text from course materials

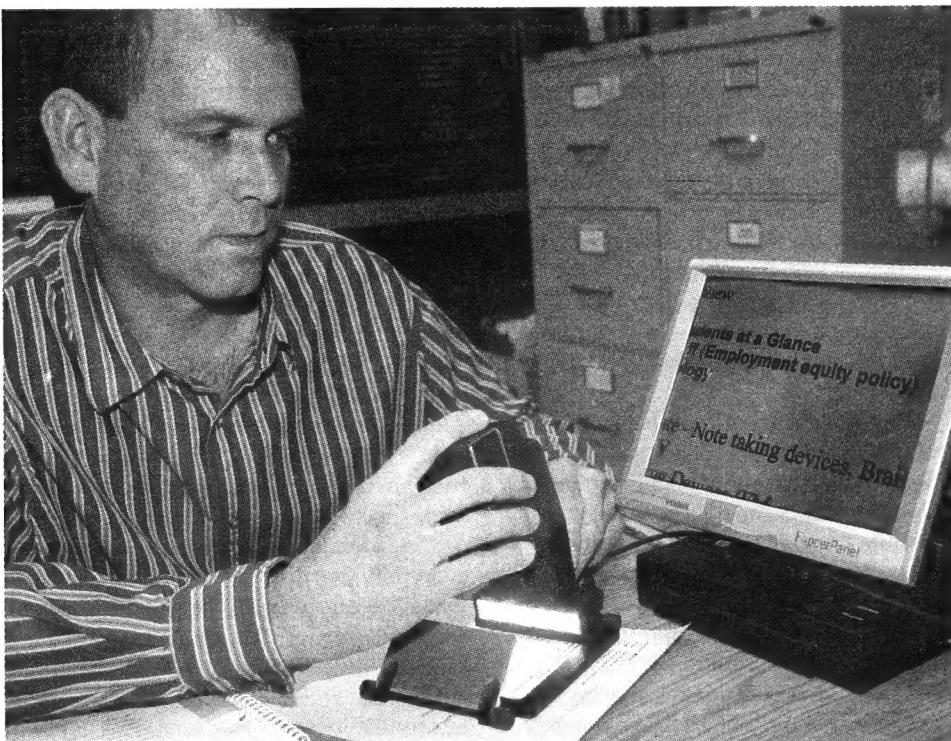


Ikechu Okoro, who is completing his masters degree in French at the U of A, shows off his PacMate. The device has been enormously useful for the student, who has been blind almost since birth. "It creates greater independence," he said.

"I want to get these tools in the hands of K-12 kids, so when they get to university, we're supporting (the tools), not introducing them."

— Tom Sheridan

and creates an MP3 file of the materials, to be read out loud by the computer or a portable MP3 player. This way, students can study anywhere – whether on the bus or in SUB – just by listening to the files on their iPod.



Tom Sheridan demonstrates the Flipper Port which magnifies text on a portable screen and is used by students who are partially sighted.

Caitlin Crawshaw
But while there are many new technologies around, Sheridan maintains that some of the best tools aren't brand-new. The Silhouette, for instance, is a 40-year-old technology – a receiver hooked behind the ear – which transmits sound to a person's hearing aid or cochlear implant. Transmission to the Silhouette can come from an MP3 player, a cell phone or other device. In fact, in a classroom setting, the device can receive sound from a lapel microphone transmitter worn by an instructor during class.

Another device, called a Flipper Port, reflects and magnifies text on a portable screen for a person who is partially sighted. It can magnify text on a page, or even on a blackboard, metres away.

These not-so-new technologies are often just as useful as the brand-new technologies, Sheridan says, but people aren't always familiar with their options.

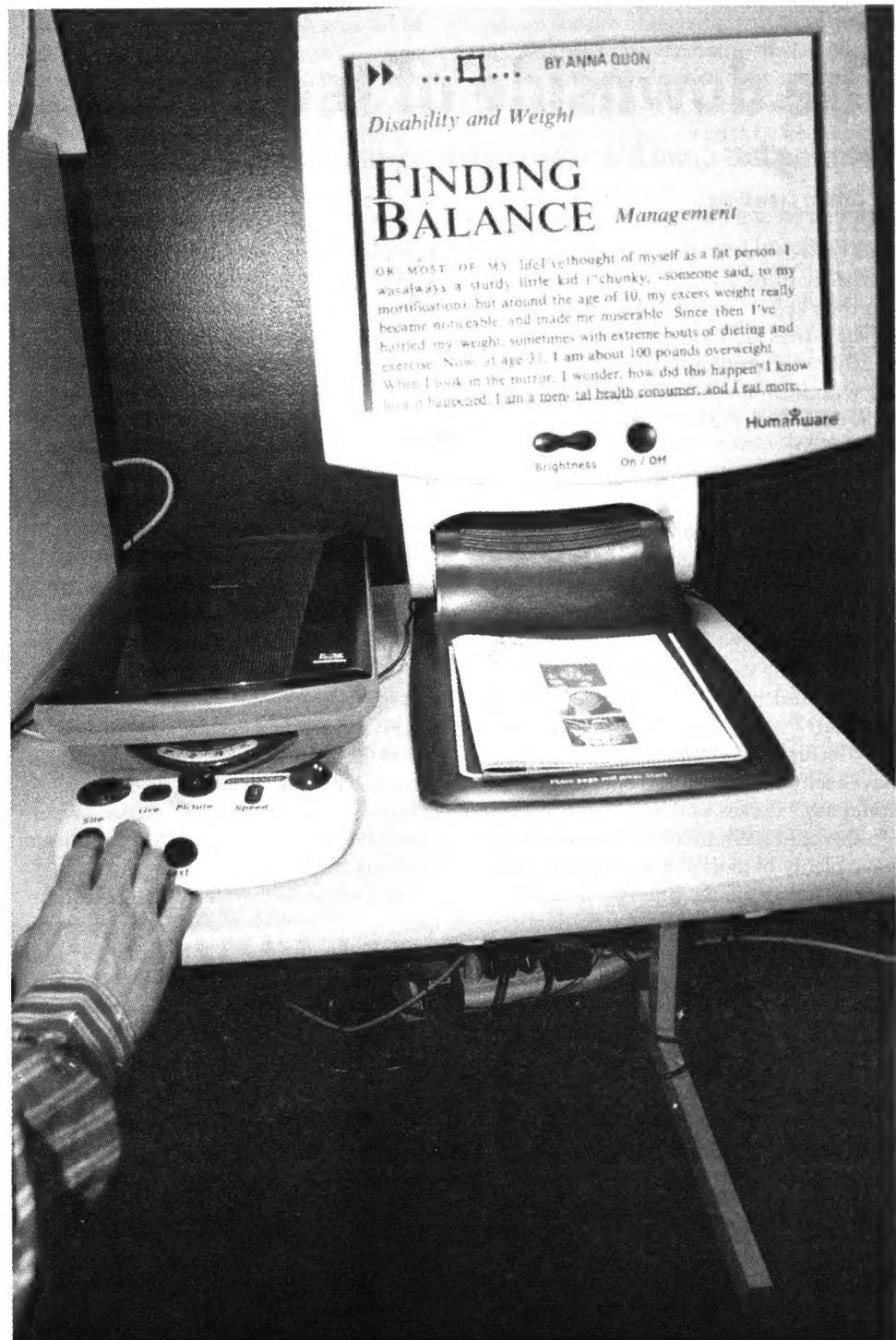
"It's amazing what people aren't aware of," Sheridan said.

For that reason, he's hoping younger generations of students with disabilities can become familiar with these technologies before they get to the U of A.

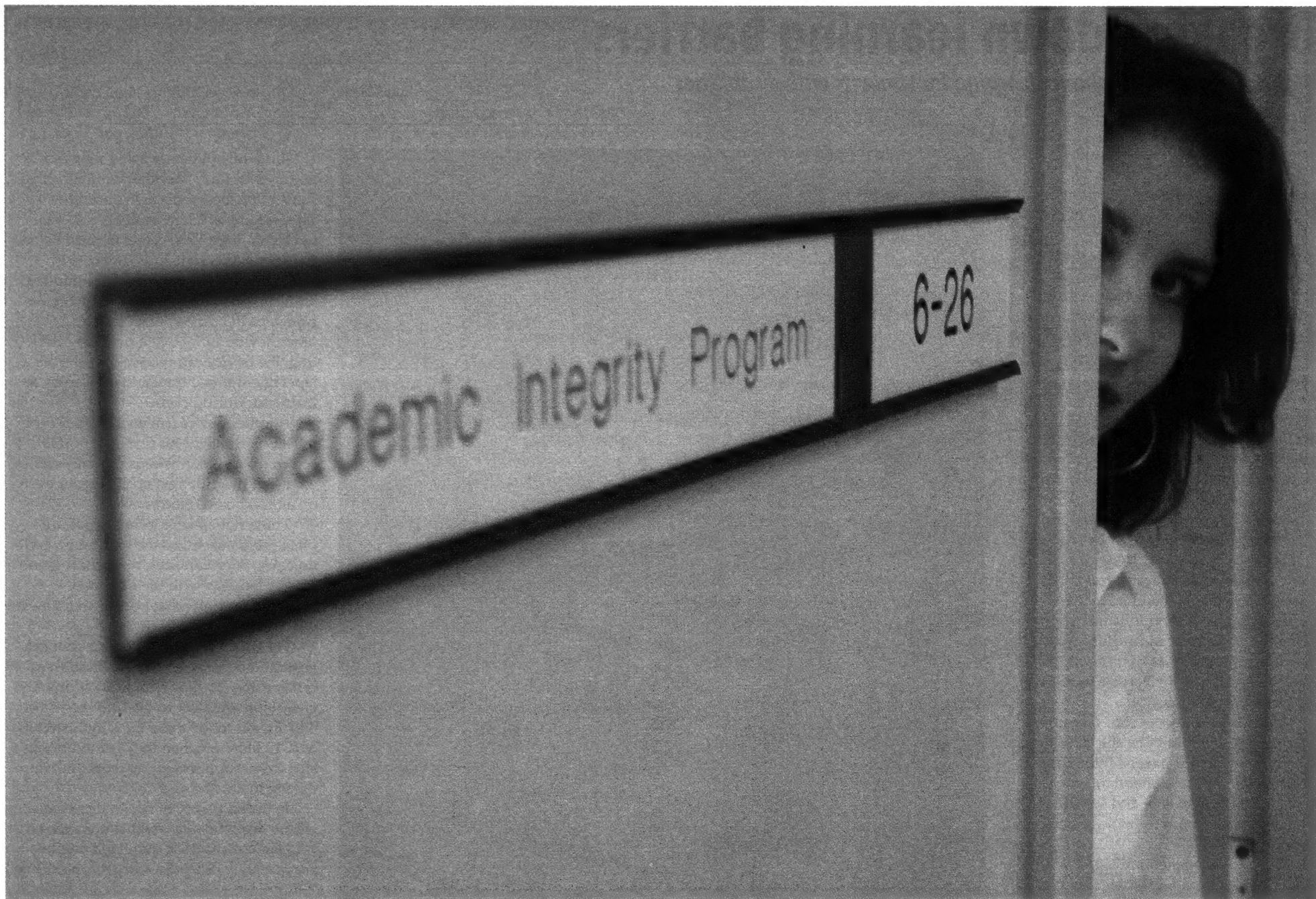
"I want to get these tools in the hands of K-12 kids, so when they get to university, we're supporting (the tools), not introducing them," he said.

In the end, early access to these tools can ensure that students' abilities are realized.

"How many kids didn't get here because they didn't have the supports?" ■



MyReader is a closed-circuit TV which magnifies text.



Deborah Eerkes says technology has made cheating easier, but it's also simplified catching cheaters.

The downside of technology

Cheating has gone high-tech but academic integrity still rules

By Caitlin Crawshaw

In a crowded exam hall, a student surreptitiously turns on her iPod and listens to her own voice reading aloud the textbook as she writes her biology final.

By programming a graphing calculator with formulas, a math student figures he'll do OK on the mid-term he hasn't studied for.

When the exam supervisor isn't watching, a student photographs her exam booklet with a camera phone, sends it to her friend, who in turn texts the answers to her from a nearby bathroom stall.

These days, technology is helping students cheat more creatively, says Deborah Eerkes, acting director of the Office of Student Judicial Affairs at the University of Alberta.

"Technology, computers, the Internet, have really revolutionized cheating, you could say," Eerkes said.

It would seem that tech-savvy cheaters have plenty of tools at their disposal, the biggest one of all: the Internet. In fact the most common technology for academic dishonesty seems to be websites selling papers. It's an enterprise that's flourished in cyberspace, and within seconds, a simple search reveals thousands of websites peddling words for cash.

One website, for instance, promises papers with "free bibliographies" for only \$9.95 (US) and promises e-mail delivery within hours. Another offers papers on almost every subject imaginable: from the portrayal of women in contemporary television commercials to the origins of totalitarianism, or even a personal narrative for a writing course. For desperate students, this can seem a quick fix to what would otherwise be an all-nighter or an F. With the click of a mouse, crisis averted...or is it?

"A professor reading a paper is going

to notice a major stylistic difference," Eerkes said of bought-and-sold assignments.

Whether a student has taken portions of Internet essays and tried to weave them into original material or taken the entire essay from a website or journal, it's quite apparent to an instructor when something's not quite right.

"Unless they have a very similar writing style – which is unlikely – you'll be able to see it immediately."

And when something raises the red flag, it is just as easy for professors as it is students to search the web for essays. Often a quick Google search is all it takes to determine if a paper's hot.

Five years ago, Eerkes was worried about the significant increase in academic misconduct charges against U of A students and spearheaded the education campaign Truth in Education (TIE), to educate students about academic integrity.

But while deliberate academic dishonesty is a sad reality, and is dealt with seriously at the university, it is ultimately quite rare, says Eerkes. And high-tech cheating is also rare, she explains. It's still more common for students to use a 'crib sheet' hidden in a pencil case or frantically glance at their neighbours' exam in a moment of panic, she said.

"Technology has changed things, yes, it's offered new opportunities, but it's not taking over."

More often than not, a student accused of misconduct isn't aware of what's appropriate, and TIE aims to help students understand the rules.

"I would say that of all the cases we have of plagiarism on campus, that person who intentionally goes on the Net or into journals to plagiarize, to defraud their

"I would say that of all the cases we have of plagiarism on campus, that person who intentionally goes on the Net or into journals to plagiarize, to defraud their instructor, is very, very small."

– Deborah Eerkes

instructor, is very, very small," she said.

Instead, students are often not aware of what the rules are. Whether it's failing to footnote a source, or ignoring a professor's instructions to complete a project individually, it's more common for students to commit smaller offences, not understanding that these things constitute academic misconduct.

What's more, many of the students who come to Eerkes have been overwhelmed by the intense pressures of school and stresses in their personal lives, sometimes because of circumstances beyond their control and sometimes by poor time management, stress management or decision making.

"But in most cases I would say the students were under some kind of stress and couldn't come up with a better way to deal with it," she said.

While the university takes academic dishonesty seriously, there are processes in place to make sure students have a chance to respond to the charges, and that the penalties for the offence are fair.

"It shouldn't be a death sentence. It's plagiarism, not murder. So, definitely any case of plagiarism gets judged on its own merit," she said, adding that the extent of plagiarism, the level of the offence and

whether or not it was premeditated, are some of the factors considered.

A number of sanctions can result, including a letter of reprimand (which is rare), a zero on a paper, an F in a course, a notation on a transcript indicating that academic dishonesty occurred, to full expulsion.

"We try to keep it in perspective, in that a student shouldn't have to pay for one bad decision for the rest of his or her life. We're here to give them a degree. We're here to make sure they get through and get a degree. But that degree has to be obtained in the right way."

Eerkes emphasizes that academic integrity is critical for health of the University of Alberta, and for academia more broadly.

"Without academic integrity, you can't trust anything the academy produces," she said.

"Academic misconduct undermines everything we do. And I would say also, that academic integrity is the flip side of academic freedom. We count on academic freedom – we want to have the freedom to study what we're studying...and to present our results in a way that is as close as we can get to the truth. But in order to have that, we have to trust that the scholars are doing what they're doing with integrity." ■

Academics plan academic plan

Trio of profs recruited to draft guiding teaching plan

By Richard Cairney

Academic plans are something professors are required to execute but rarely do they have an opportunity to draft them. So when Renee Elliot, Ken Zakariasen and Heather Zwicker were asked to write up a draft of the University of Alberta's new academic plan well, you can just imagine. They nearly fainted.

"It's important to have academic priorities driving the financial asks of government and philanthropy, and it's unusual to have rank-and-file academics responsible for identifying those priorities," said Zwicker, a professor in the Department of English.

"It was an opportunity that you just don't miss," added Elliot, a computing science professor. "We've been describing the process as circular – it has been top down and bottom up."

The task was daunting, in a word. It entailed reading some 14 reports on teaching, research and student engagement, plumbing the depths of a six-inch binder filled with faculty submissions made during the consultation phase, studying up on academic plans at other universities, and digesting and analyzing the information before condensing it into one document.

"We sat around the table and discussed every faculty submission that was received," said Zwicker, adding that it was important to review previous university studies, ranging from this spring's Senate report on student engagement to a 2004 report on faculty evaluations.

"There is a lot of energy that has gone into the development of these reports and we treated them the same way we treated the faculty submissions," Zwicker said.

"These efforts that have been made during the last few years represent some terrific work," said Elliot.

Common themes began to emerge from the reports, community consultation sessions and faculty submissions. Foremost among them is a strong interest in enhancing the undergraduate student experience and finding new ways of fuelling research, Zwicker said.

The trio addressed nine themes beneath four headings: Discovery Learning (a term used to describe several approaches to active learning), Incubating Scholarship (providing environments in which scholars from across the hall or from around the world are given opportunities to exchange ideas), Managing Transitions (recognizing that transitions, whether from high school to university or from doctoral student to faculty member, is essential to encouraging growth and change), Community Engagement Near and Far (addressing opportunities to teach and learn from communities around the world) and Infrastructure (dealing with supporting the university's academic mission in ways ranging from administration to fund-raising and the physical environment).

"A lot of faculties, for example, are



Renee Elliot, Heather Zwicker and Ken Zakariasen with materials they reviewed to write a draft academic plan.

interested in some form of discovery learning. We had to ask: 'can we build an infrastructure that supports discovery learning across campus?'

One answer to that question is radical – proposing the abandonment of 50-minute classes and moving to 80-minute classes in order to more deeply connect with students. That one change would affect the entire campus.

Provost and Vice-President (Academic) Carl Amrhein says he's pleased to see such daring ideas in the draft.

"If you look at discovery learning, incubating scholarship and connecting communities we are going to have some fairly transformative thinking about our admissions and funding overseas initiatives," he said.

The draft plan, which will be discussed by the Academic Planning Committee Sept. 13 and will be presented to the General Faculties Council by deans Sept. 27, is student-centered, he added.

"It is focusing in many ways on the student and the student experience – and that's where we need to work with governments and private donors, to rebuild the professoriate by adding 500 professors without increasing student numbers. Doing that allows us to imagine dealing with issues like class sizes."

The three speak seriously about the process of writing the draft. Zakariasen,

chair of the Department of Dentistry, says they wanted to deliver more than platitudes.

"We wanted to say something more than 'here are the trends.' We wanted to look at what you need to do to take this university to the next level. Where do you take the big initiatives? Writing, we thought, was one of them," he said. "Our students need to come out of here as great communicators. You can't be a great university with people who come out and can't communicate."

"Interdisciplinary scholarship is also very important."

Amrhein says he and Vice-President (Research) Gary Kachanoski wanted professors to write the plan to ensure that political and financial constraints so familiar to their own offices wouldn't rein in creative ideas.

"In all honesty, Gary and I heard loud and clear that the academic community didn't want an academic plan delivered from central administration, where financial and public policy considerations drove decision-making," he said. "And they didn't want an academic plan that was at its core mismatched between resources and rhetoric...we thought it would be very hard for us not to slip into those characteristics we'd heard so clearly were undesirable."

Both he and Kachanoski add that the academic plan is "a living document" that

will be revisited annually so that it can be adjusted to financial capabilities.

"Dare to Discover sets out a strong vision," Kachanoski said of the president's vision for the university. "And the academic plan has to be visionary – it also needs to be practical. We have to look at what we can do with existing resources and what resources we imagine could come our way, and how we'd use them...that's why this is an ongoing process."

Annual budget planning, he notes, will use the academic plan as a framework.

The academic plan, he said "has got to stretch us, and be bold enough that, as new opportunities arise, we can plan them in a way that moves us towards Dare to Discover."

Ultimately the three academics are, well, exhausted. They're also pleased with the outcome of their efforts so far.

"There has been a lot of transparency in the process of developing the plan," said Zakariasen. "So often we get pigeon-holed, and to have an impact at a university-wide level is unique."

The three have "succeeded spectacularly," Amrhein said, following a weekend retreat during which deans and senior administrators reviewed a draft of the plan.

"Whatever comes of this document, the institution owes them an enormous debt of gratitude," he said. "I'm not sure they know just how big of an impact they've had." ■

New fund will fuel teaching innovation

Administration responding to community consultations

By Richard Cairney

The University of Alberta is launching a new \$800,000-per-year fund to improve teaching effectiveness and to integrate research and teaching.

The new Teaching and Learning Enhancement Fund has been created with some new funds and through the former Endowment Fund for the Future.

The purpose of this fund is to enable all instructors at the university to improve their teaching skills, enhance their understanding of teaching and learning processes, and create environments that increase student learning.

U of A Provost and Vice-President (Academic) Dr. Carl Amrhein says the fund was formed as a result of consultation he and Vice-President (Research) Dr. Gary Kachanoski had with faculty members on the new academic plan.

"Gary and I started coming to grips with what we'd been hearing – that there was a disadvantage for the Social Sciences and Humanities Research Council (SSHRC) disciplines – that there was nowhere for small, moderate, or large funds to re-orient courses. And there was confusion about where to go

for different services and the state of IT on campus."

The two sat down trying to resolve the issues. "The first announcement to address the issues, from the president's office, was the establishment of the Killam Fund, and the next is the Teaching and Learning Fund," Amrhein said.

Terms of reference and application forms are available from the Office of the Provost and Vice-President (Academic) website at <http://www.uofaweb.ualberta.ca/provost/tlef.cfm>.

The deadline for receipt of applications

for projects is Oct. 16.

An information session about the Teaching and Learning Enhancement Fund will be held at 2 p.m. Sept. 11, in Room 134, Telus Centre. The funding criteria and application process will be reviewed at this session.

"By the time this academic plan turns over . . . there will be in place a new suite of resources," Amrhein said. "And it shows that we're serious. We've chosen to over deliver on substance and not get too carried away with announcements until we've had money in hand." ■

Seven named to Royal Society

University's strongest single-year ever

By Richard Cairney

Seven University of Alberta faculty members, covering disciplines from philosophy and literature to engineering and public health, have been elected to the Royal Society of Canada (RSC).

The RSC was founded in 1882 and is Canada's oldest and most prestigious scholarly institute. The latest round of elections represents the U of A's best-ever showing in a single year.

Being elected to the society is "perhaps the most important recognition for any Canadian academic," said Dr. Daniel Woolf, the U of A Faculty of Arts dean named to the RSC in the most recent round of elections.

Woolf's major writings, the RSC observes, "have transformed the history of oral, literate and print culture, as well as the history of historical writing. Exploiting dozens of archives throughout England, he has developed a rounded picture of popular historical beliefs and established a convincing model for the 'social circulation' of knowledge within and between social strata."

"Most of my time now is spent in administration, but I still think of myself as a scholar first and foremost, so it is heartening to have my academic work acknowledged in this manner," Woolf said.

He added that he's honoured to be in the same company as his U of A peers.

"This is one of the universally recognized markers of a great university – membership of its faculty in prestigious national and international learned societies," he said. "That the U of A got seven out of the 82 elected spots this year is further reinforcement that the quality and impact of the research and creative activity done here is acknowledged as being on par with the very best institutions in the country."

Other U of A faculty members elected to the RCS this month include:

Dr. Stan Boutin – Department of Biological Sciences. Boutin is the world leader on the ecology of Canada's northern forests. His studies on red squirrels at Kluane, Yukon, provided the first evidence of evolution of a natural population in response to climate change and the first basis for understanding the impact of the mother's environment on evolutionary change. Through collaboration with the forestry industry, Boutin has pioneered a new paradigm in forestry management, based on the guiding principles of natural disturbance and succession.

Dr. Fernand Ellyin – Department of Mechanical Engineering. A Professor Emeritus, Ellyin has distinguished himself in fundamental and applied research. He is recognized internationally for his original contributions in the constitutive modelling of inelastic deformation and the fatigue and fracture of metals, alloys, and composite materials. The extensive publication record of his research attests to the breadth and depth of his contributions in varied engineering disciplines.

Dr. Jonathan Hart – Department of English and Comparative Literature. Hart's 1992 book on Shakespeare's history plays, *Theater and World*, strikingly combined the disciplines of English and history, in each of which he has doctorates. In a recent series of three books on the New World, he presents a daring and original vision of the colonization of one continent by another.

Dr. Steve Hrudey – School of Public Health. Hrudey is an internationally recognized authority in the fields of drinking



Dr. Daniel Woolf



Dr. Adam Morton



Dr. Stan Boutin



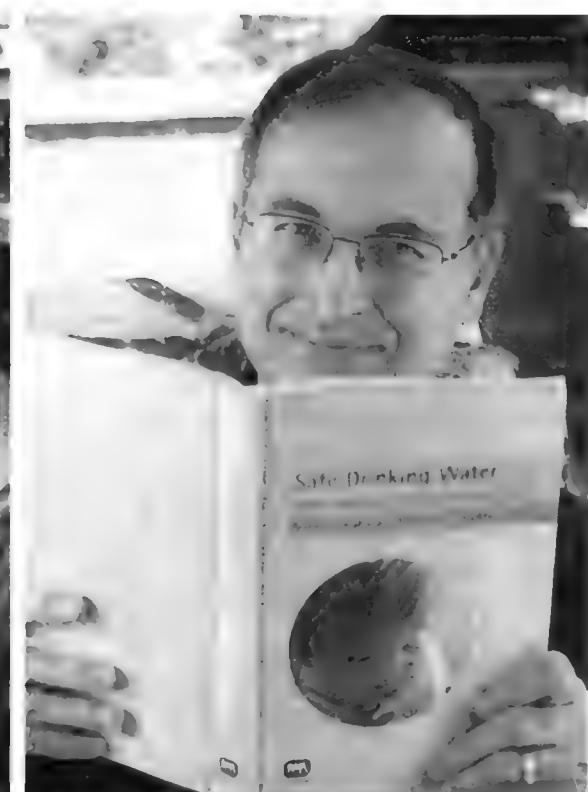
Dr. Jonathan Hart



Dr. Brian Jones



Dr. Fernand Ellyin



Dr. Steve Hrudey

water safety and environmental health risk assessment and management. His pioneering research on cyanobacterial toxins was a major impetus for Canada's drinking water guideline on microcystin, and he was an architect of the restructured Australian Drinking Water Guidelines.

Dr. Brian Jones – Department of Earth and Atmospheric Sciences. Jones is an earth scientist whose work has convincingly illustrated the importance of microbes on the precipitation of carbonate, silica, and precious metals in hot-spring systems throughout geologic history. He is currently using Grand Cayman Island as an extensive natural laboratory to understand the processes of carbonate sedimentation, ecology, geochemistry, and hydrology of ancient, isolated, hydrocarbon-rich, reef platforms.

Dr. Adam Morton – Department of Philosophy. Morton is one of the English-speaking world's pre-eminent philosophers. Morton has pioneered ideas which have aroused great interest among philosophers in the past three decades. His overriding concern has been to enrich our theories about the mind with a vivid sense of the details of human interaction in the context of our imperfect bundle of capacities and dispositions bequeathed by evolution.

RSC President Patricia Demers, a U of

A English professor, said the most recent crop of Fellows represents some of the country's finest academics.

"The society is proud to celebrate the intellectual achievements of the new Fellows," she said. "We wish to recognize the extraordinary accomplishments of persons of talent, creativity and expertise in all fields, from experimental and applied sciences to health and medical sciences and from social sciences and humanities to the various artistic domains." ■

Creative Services

Photo Features

Summer school never looked so good

Programs deliver real-world research experience to high school students

By Caitlin Crawshaw

Spring convocation sees an exodus of students from the University of Alberta but summer months also herald the arrival of high-school students who have the opportunity to learn from world-renowned researchers.

Two programs, the Heritage Youth Researcher Summer (HYRS) program run by the Alberta Heritage Foundation for Medical Research (AHFMR) and Women in Scholarship Engineering Science and Technology (WISEST), provided high school students unique learning opportunities during the summer months.

"In high school, I could get top marks in the class, but I never felt like I was the smart type. I understood everything from the text book, but that's it – I never do any real science, like I'm doing here,"

– Fan Yang

Fan Yang, a 17-year-old science buff, admits she's the envy of her friends at McNally Composite High School. She was the only one from her school selected for the HYRS program, which placed 45 Alberta students in university labs during the summer months. It's a prized experience that many of her classmates applied for.

"Not a lot of high school students have this opportunity," she said. "A couple of my friends are really desperate to join this program, but there are limited spots."

Yang worked in the lab of Dr. Thomas Simmen, helping conduct experiments related to the process of apoptosis - or programmed cell death.

This natural process is required in order for the body to create new cells. It is also a common way for the body to rid itself of cells that have been damaged by stressors, such as UV rays. This can be seen in the case of sunburn, when the top layers of skin flake off. A quality of cancerous cells, Simmen explained, is that these cells do not turn off and continue to endlessly proliferate, irrespective of the body's needs.

"In high school, I could get top marks in the class, but I never felt like I was the smart type. I understood everything from the text book, but that's it – I never do any real science, like I'm doing here," she said.

And this is precisely what Simmen hopes Yang will learn. He chose to be part of the program not to persuade young people to choose science as a career, but to help them understand how science works, he said.

"I think a lot of people don't really know how scientific progress – that one day will lead to, say, new medicine or an improvement of all of our lives – is achieved. I think the more people know about that, the better it is for society," Simmen said.

The six-week WISEST program is aimed more specifically at young girls, although boys also participate. The U of A summer program is helping break down stereotypes that sometimes prevent girls from pursuing the scientific disciplines.

Sixteen-year-old Rebecca Kos spent the summer working in the laboratory of chemistry professor Dr. John-Bruce Green, helping conduct experiments using an atomic force microscope, which measures interactions between molecules. Green explained that Kos' work focuses on preparing a library of tiny fluorescent beads



WISEST participant Rebecca Kos learned about science – and university-level research – during the summer.

Just seeing how people have been working on things for 15 years, and still nothing. They've made advances, but they haven't reached their final goals. It just shows how much work they have to put into it. It also shows just how many different things you can do, all the different kinds of labs there are, and all the research they do."

– Rebecca Kos

attached to certain antibodies. Ultimately the library will help provide a better understanding how a virus binds to a cell.

"It's not like I expect that she'll be generating a paper or getting any groundbreaking work done," said Green. "The WISEST program is for her to see and learn how to use a number of different kinds of equipment – which, to be honest, a lot of grad students don't get to use. We're very lucky here at the U of A to have as much infrastructure and personnel as we do."

Green, who had been involved in mentorship as a post-doctoral student, says he feels it's particularly important to encourage girls in science.

"Oftentimes it seems girls are persuaded at a younger age that science isn't for them, that it's for boys," said Green. "Maybe because I have a daughter, I think it's really not true."

Kos said she'd learned a lot about how science works.

"With the WISEST program, we've seen different labs, and gone on different tours and things. Just seeing how people have been working on things for 15 years, and still nothing. They've made advances, but they haven't reached their final goals. It just shows how much work they have to put into it. It also shows just how many different things you can do, all the different kinds of labs there are, and all the research they do."

She added that the program has given her a better sense of what's available for her at university when she completes high school a year from now.

"I think it's really good to have this experience before going to university. It shows you what you like and don't like, and the opportunities that there are." ■



Fan Yang participated in the HYRS program, getting hands-on experience in a medical research lab.

Great expectations

As summer comes to a close, students and faculty share their hopes for the new academic year

Photos and interviews by Zoltan Varadi



Jesse Ealis
Fourth year civil engineering

WHAT DO YOU EXPECT FROM YOUR PROFESSORS?

It's just a bigger school for me. I came from Red Deer College, and it was more individual work – one on one. Since the classes are going to be bigger, I'm just going to be a number in the school.

WHAT DO YOU THINK THEY EXPECT OF YOU?

My work needs to be done on time just like any other school, I guess you could say.

WHAT DO YOU WISH YOU HAD KNOWN IN FIRST YEAR THAT YOU KNOW NOW?

(More people.) My first year I came into the school not knowing anybody, and now that I actually know people and a, meeting different people, it's easier to know your way in school.



Naotaka Hayashi
Teaching assistant

WHAT DO YOU THINK YOUR STUDENTS EXPECT OF YOU?

I will be doing marking of their exams, so maybe they want to get a fair mark and a helpful position.

WHAT DO YOU EXPECT FROM YOUR INSTRUCTOR?

Hopefully I would like him to think about time schedules, so I don't want him to put too much pressure on me.

WHAT DO YOU WISH YOU HAD KNOWN IN FIRST YEAR THAT YOU KNOW NOW?

(Writing guidelines.) First year students usually don't know how to write or format, or how to write bibliographies.

Alireza Agharazi
First year education

WHAT DO YOU EXPECT OF YOUR PROFESSORS?

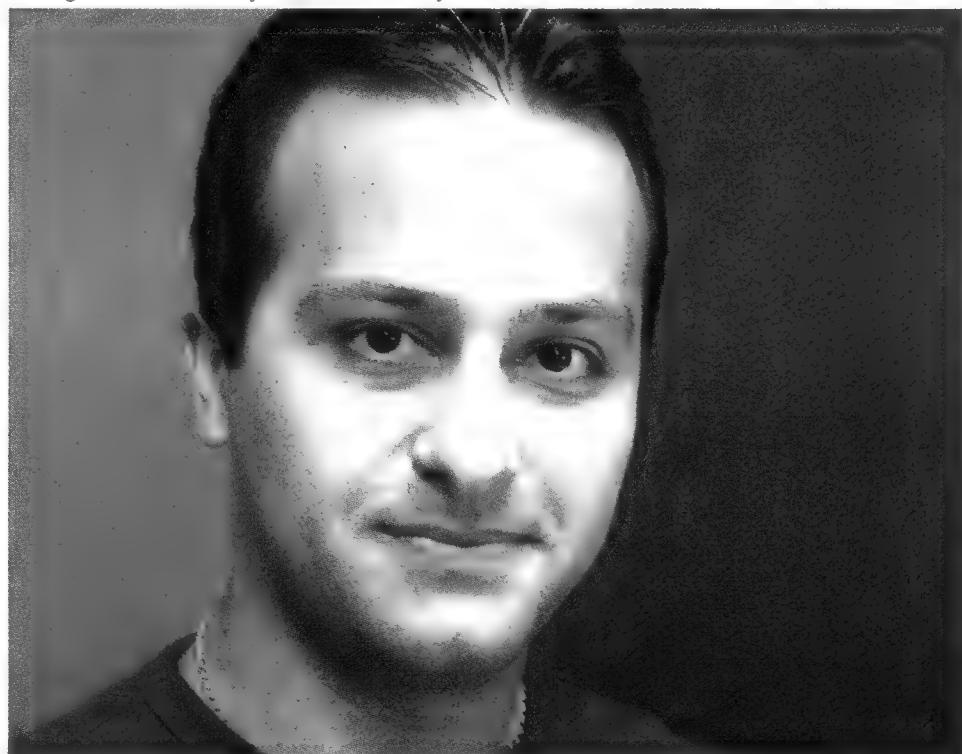
Helping me with research and to guide me through the topics and have a good relationship with me.

WHAT DO YOU THINK THEY EXPECT OF YOU?

I think their main expectation is to put a lot of time in the course on research and do my best.

WHAT DO YOU WISH YOU KNEW NOW THAT YOU DON'T YET?

I guess I'm not very familiar with my environment and the facilities available.



Dr. Guy Thompson
History professor

WHAT DO YOU EXPECT OF YOUR STUDENTS?

Well the students are really mixed. There are some who are enthused and excited and there are some who are there because the class fits. I try to speak to both groups. Like the ones who just came because it was the best thing in that time slot – I hope I can grab them and get them a little excited. So the thing I most hope for is to build some excitement and interest during the term. At the same time, I remember being an undergraduate and I know there are days when nothing excites you, or you're so weighed down with life and other things, that nothing's going to grab you. I try to remember that. Some days I walk in and I think, 'What's going on? Why is nobody paying attention? Why is nobody alive right now?'

WHAT DO YOU THINK THEY EXPECT OF YOU?

Hopefully they expect competence, a moderate level of organization. I'd like to think that they feel they can come ask questions.

WHAT DO YOU WISH YOU HAD KNOWN WHEN YOU STARTED THAT YOU KNOW NOW?

How to deal with classroom lawyers who know all the rules and are always trying to get out of something.



Freshman fears

Navigating university life can be a challenge

By Caitlin Crawshaw

Monique Pahud's jaw hit the floor as she watched her sister's physics instructor scrawl an equation on the whiteboard of a physics class.

"The equation took up one side of the board, and then the next side of the board, and then he erased it and kept on going," she said. "I said, 'Sister, are you following this?' She's like, 'Yeah.'"

The experience was just a little intimidating. Then a high school student, Pahud had followed her sister around the University of Alberta campus to find out more about what university life was like. It was a far cry from her small French high school.

"Our graduating class was only 68," she said. "I'm going to be in classes with 200 people it's going to be like – oh my god! It's going to be weird trying to do really well compared with all of these other people in class."

This week, Monique Pahud becomes a U of A Arts student herself. While she's a bit nervous, she's also thrilled.

"I know the first day I'll be so excited to sing the chants and stuff. It's just the adrenaline rush of something new, on the first day, with so many people," she said.

Pahud, who describes herself as an "average student," graduated with honours from her Edmonton high school. She says her biggest worry is earning high grades. She plans to study architecture after finishing an Arts degree at the U of A. And she's excited about taking the classes she's chosen.

Pahud admits being on a big campus will be a major adjustment. Not seeing her old friends every day and sitting in classes bigger than her high school graduating class will take some getting used to.

For all students, adjusting to campus can be tricky, says Jeanine Hoffart, a co-ordinator with the Students' Union's My Undergraduate Groups (MUGS). The program, an extension of the two-day orienta-

tion which introduces students to campus (and to each other), offers support for students throughout the year.

"First and foremost, MUGS provides that peer who has done it before... someone to listen to and talk to who knows what first year's like," said Hoffart.

"MUGS leaders aren't just there to look pretty in their sparkling T-shirts; they're there because they really want to help."

"Our graduating class was only 68. I'm going to be in classes with 200 people it's going to be like – oh my god! It's going to be weird trying to do really well compared with all of these other people in class."

– Monique Pahud

Hoffart, a third-year kinesiology student, explains that her decision to become involved with orientation and the MUGS program was partly motivated by some of the hurdles she experienced in her own first year.

Her first mid-term exam threw her a curve ball, she remembers.

"I think the first mid-term really determines where you thought you were compared with where you actually are."

Hoffart was up to the academic challenge, but had no idea that other trials awaited her. At the start of the semester, bed bugs were found in her apartment, forcing her and her roommates to pack up their belongings so the place could be fumigated. This meant living elsewhere for a week. It was a frustrating and stressful experience, she says, which ultimately drove her to move out.

With the stress of her first year compounding, Hoffart was thankful to have support.



First-year student Monique Pahud is feeling a queasy mixture of confidence and uncertainty as she begins studying for an Arts degree.

"There were a lot of things that got to me, but at the same time I had a lot of support from my parents, even though they weren't around, and I had a good roommate to talk to," she said.

Hoffart says that the first-year experience "runs the gamut," and that every new

student at the university has a different experience. What they all have in common, though, is a need for support.

"I think it's important to get that support early on, just because first year has been shown to be the hardest of the four years."

Refining first year

Arts takes the lead on community learning

By Lee Craig

A new Faculty of Arts program that will allow first-year students to take many of their courses with the same classmates in a more intimate environment is making its debut this semester.

"The idea of the first-year learning communities is to combine a small college experience with the opportunities that are available in a large university," said Dr. Gurston Dacks, associate dean (academic) of the Faculty of Arts.

Of the approximately 10 courses students can take in a semester, the first-year learning students will take between six and eight courses together. The remaining classes will be for students to pursue other interests or take prerequisites they might need in the following years. All of the courses will be the equivalent of regular first-year classes.

Dacks said one of the main ideas behind the communities is that students might consider it more attractive to take many of the same courses with the same people.

During the second term they will also take a seminar that explores "great ideas," whether from philosophy, English literature, history, or classics – an interdisciplinary theme their other first-year classes will contribute to.

The second-term seminar classes will allow students to put together the knowledge and themes they have learned in the other classes, he said.

"The thematic seminars will be a window on what senior-level seminars are about," he added. "I think this is a great

"The students will get to work more closely with one another in their first year ... they won't be one of 400. These classes will provide a more intimate experience for these students."

– Dr. Gurston Dacks

benefit of the learning communities."

This year there are two learning communities being offered: "Academia" and "Great Ideas, Great Authors."

Academia is jointly sponsored by St. Joseph's College and the Faculty of Arts. Students will be enrolled in history, philosophy, and English literature and will explore in the second-term seminar how these topics relate to the Catholic intellectual tradition.

Great Ideas, Great Authors is offered by the Faculty of Arts. Students take classes on the same subjects as in Academia. Their second-term seminar looks at big themes such as imperialism and post-colonialism, faith and reason, the individual, morality, and society, and truth, beauty and goodness.

Dacks said the origin of the first-year learning communities is from student leaders and from the document *Dare to Discover: A Vision of a Great University*, prepared by the U of A President's Office. In the last several years, student leaders and administration have been looking at ways to improve the undergraduate experience.

"The students will get to work more



Learning communities will give students a stronger sense of community and connects academic themes, says associate Arts dean Dr. Gurston Dacks. Twenty students are enrolled in the inaugural year of the Arts' initiative.

closely with one another in their first year ... they won't be one of 400. These classes will provide a more intimate experience for these students," said Dacks.

Students can give and receive support from fellow students, share notes more easily, and have a better sense of how they are doing in the shared classes, said Dacks.

For this first year, there are 20 students enrolled. No extra charge is applied to be part of the first-year learning communities. Each learning community will have no more than 40 students.

"It's a high-quality learning opportunity. I hope the program takes off and attracts more students," said Dacks. ■



(Left to right) Chelsea and Chloe Ku, Mahsou Naderi, and Kiet Han enjoy the Transitions wrap-up barbecue.

The start of something good

The Transitions program helps students from abroad settle into to U of A life

By Zoltan Varadi

On her father's urging, Shih Ting came to Canada from Taiwan last week to begin her undergraduate studies in a foreign land with the intent of bettering her English.

After some careful consideration, the University of Alberta won out as the destination of choice over schools on the West Coast. And although she's only been here a very short while, Ting says she's already met a host of potential new friends.

Ting was among scores of other international students who attended the U of A's Transitions event, which ran from August 30 to September 1.

"The orientation is great. They have peer programs which helped me to meet people from different countries so we can know each other better. It's interesting," said Ting.

Hosted by the International Students

Centre, Transitions gave students like Ting an exhaustive, rapid-fire rundown of the people and places found at the U of A through a myriad of activities, from tours (both on campus and off) to seminars on everything from immigration to day-to-day living.

A peer program personalized the three-day orientation, where student volunteers – themselves former new arrivals – offered both their advice and their ears to international, visiting, and exchange enrollees.

Upping the fun factor, Transitions also included sporting events and a fashion show. All in all, it was three days of non-stop activity.

"It was intense," said Mahsou Naderi, who arrived from Iran 20 days ago to begin a PhD program in civil engineering.

"It was so much fun – they showed everything to the students," she said.

Echoing her sentiments was orientation alumni Kiet Han, a second-year business student from Vietnam who took part in Transitions this time around as a volunteer.

"Last year it was so awesome," he said. "You have to go to a lot of new things and stuff, so that's the primary reason I'm working this year, because of the fun part."

Besides a good time though, Han says he's been developing invaluable skills as a participant.

"Interpersonal, communication, public speaking – like when you're leading a tour through campus. I think it's a good way to spend your time if you have it. So, yeah, for all the people who have time, just volunteer. You're going to meet a lot of new people from all over the world."

Sisters Chelsea and Chloe Ku, a biology graduate and fourth year mathematics student respectively, agreed. Their family immigrated to Canada from Taiwan when they were in high school, and as such had no program like this to ease their arrival—hence their decision to take part here as volunteers.

"Even though I'm not an international student, I'm still from another place, so it gives us a chance to meet students (who are also) from other countries," said Chloe.

"It's a good chance to have a culture exchange with everyone," added Chelsea. "And also it gives us a chance to get to know Canadian culture a bit more than we do."

"It's difficult to get to know a new environment. So we would really like to welcome people here and make them feel like they're not alone." ■

The kindness of strangers

Almost every facet of student life is affected by philanthropy

By Michael Robb

Most students wouldn't be aware of it, but philanthropy plays a significant role in teaching and research. Every year, students benefit from generous gifts that fund everything from bursaries and books to scholarly chairs.

The academic year kicked off with a donation from two prominent philanthropists. Peter and Doris Kule are once again demonstrating their support for one of the University of Alberta's strongest academic endeavours, Ukrainian studies.

The couple announced a gift of \$2 million to the university. To recognize the gift, the university will be changing the name of the Ukrainian Folklore Centre to the Peter and Doris Kule Centre for Ukrainian and Canadian Folklore.

"Our academic commitment to study and celebrate the rich Ukrainian culture – its songs, its stories, its art, its folklore – has been matched every step of the way by Doris and

Peter Kule's commitment to support that work," University of Alberta President Dr. Indira Samarasekera said at a reception to announce the gift. "Their philanthropy has been consistent and generous."

Faculty of Arts Dean Dr. Daniel Woolf explained that the focus of the centre will eventually be broadened to study all aspects of Canadian folklore.

"The sizeable gift from Peter and Doris will enable us to continue to promote the study and research of Ukrainian culture, now in the broader context of Canadian folkloric studies," he said. "Their gift, and the renaming of the centre, will undoubtedly enhance international recognition of the U of A's importance in this field of study."

In August of 2003, Peter and Doris Kule established the Kule Chair of Ukrainian Ethnography in the Centre with a gift of \$1 million, which was matched by the Faculty of Arts.

Kule Chairholder Natalie Kononenko said the additional support from the Kules demonstrates their vision for recognizing the importance of folklore. Edmonton is truly an exceptional place in North America for its focus on Ukrainian studies. It flourishes here, she said, pointing out that the establishment of the Kule chair brought her to the U of A and allowed her to expand her research.

Peter Kule said it is their family's hope that the most recent gift would help enhance the worldwide status of the U of A.

Half the funding will be used to establish a new Kule endowment to support the centre's projects, operations and activities associated with Ukrainian and Canadian folklore; \$750,000 will be added to the existing endowment that supports the Kule Chair of Ukrainian Ethnography; and the remainder will be used to establish a new Kule endowment to support

Kule Fellowships for students studying Ukrainian and Canadian folklore.

The Kules – the first couple to be awarded joint honorary doctoral degrees by the University of Alberta in 2005 – have a long history of giving to educational activities. They helped fund the 'Bright Futures' stay-in-school program for new immigrants and they funded two chairs in Eastern Christian Theology at Saint Paul University in Ottawa.

Doris Kule was an elementary school teacher for 34 years. Born near Willingdon, Alberta, she received her training in this province. Peter Kule is a first generation Canadian. He was born in the Rohatyn area in western Ukraine and came to Canada in 1938. Two years later, he embarked on his chosen path in accounting. He practiced with Kule Pasnak Anderson, now known as Kingston Ross Pasnak. The couple was married in 1943. ■

'Real life, real people, real money'

Work experience complements classroom learning for co-op students

By Scott Lingley

Finding a summer job wasn't a chore for Erin McCaskey. In fact, the University of Alberta business student considered the task of finding employment a key part of her education.

McCaskey, a fourth-year finance major, is one of approximately 430 business students who are currently gaining work experience through the School of Business's Co-operative Education Program. The program is one of the U of A's many co-op and work placement opportunities for students in a number of faculties, including engineering, arts, and science as well as agriculture, forestry and home economics.

McCaskey said her two co-op placements have provided insights into her future career path.

"That's something that really attracted me to the program," she said. "You're not treated like a student, you don't get babied, you're there to contribute, that's why they brought you on. You feel like an employee and you're accountable for your actions."

Since May, McCaskey has been working for an investment advisor at RBC Dominion Securities, a role that has entailed everything from opening client accounts and placing mutual fund orders to organizing charity golf tournaments and designing a quarterly newsletter for employees.

"It's really a big change when you're actually in the workforce and you see how it is day-to-day, not just as a homework assignment or a project," she said. "It's real life, it's real money, it's real people."

"It's wonderful because not only are you getting the work experience you need when you're going out on the job market, but personally you can't beat it in terms of being able to grow, being on your own, being responsible, things like that."

— Erin McCaskey

Brent Collingwood, director of the business co-operative program, says the value of the experience lies not just in the "real-world" work that students undertake in their placements, but also in honing their job-seeking chops and meeting people in the industry.

"More than just the task, what they really get out of it is learning how to apply for a job, learning how to sell themselves, be it on paper or in an interview. The skills they develop in co-op really set them for life in terms of the job-search skills they get," he said.

"The second thing is that networking is really a major benefit of the program – it may not always work out that that's the job you'll go to when you finish your co-op, but you have met other people from a similar industry that now you can use that network to help you in your job search."

The program is open to all business students after they finish a year of academic study. Students accepted to the program will then alternate academic terms with four- or eight-month work placements, which means they'll take an extra



Erin McCaskey's taking a different approach to her business degree. Her first co-op experience took her to a private brokerage in London. She's now working and learning at RBC Dominion Securities.

semester or two to complete their degrees. Collingwood added that a lot of effort goes into helping students prepare for the reality of the workplace by setting learning goals for the placement and ensuring that both student and employer derive benefit from the experience.

"What typically happens is students are asked to write some learning objectives at the beginning of their term and review them with their supervisor so there's a bit of a blueprint in place in terms of expectations from the student and the employer. When we go to do the site visit, we're checking on how the work is progressing relative to meeting those learning objectives," said Collingwood, who served as McCaskey's placement co-ordinator in addition to his directorial duties.

Working at a real business gives students a chance to focus on competencies that aren't always tested in a classroom setting, including communication, organization and management skills. It also allows students to sharpen these skills before settling on a specific career.

"One of the things we always tell co-op students is, 'Where else can you go work for someone for four months and walk away with a great reference?'" Collingwood said.

For McCaskey, whose first co-op placement took her to a private brokerage in London, England, the opportunity to get her feet wet in wealth management has expanded her sense of the possibilities that await her when she graduates next spring.

"More than just the task, what they really get out of it is learning how to apply for a job, learning how to sell themselves, be it on paper or in an interview. The skills they develop in co-op really set them for life in terms of the job-search skills they get."

— Brent Collingwood

"You can go to your classes, you can talk to your professors, but you don't really know how you're going to fit in the industry until you're there, and it really allows you to think outside the box in terms of the different positions that are available," she said. "Because I had no idea – you think if you're in wealth management, you're automatically a broker, but that's not necessarily true."

McCaskey added that the benefit she derived from participating in the business co-op program hasn't been limited to her professional development.

"It's wonderful because not only are you getting the work experience you need when you're going out on the job market, but personally you can't beat it in terms of being able to grow, being on your own, being responsible, things like that." ■

Careers 101

CAPS helps students learn about the work world

By Zoltan Varadi

Stop right there. Now, pause and reconsider making that third trip to RATT this week, despite all those back-to-school social obligations.

After all, there's a lot more at stake than just the future of your liver.

"I don't want to say it's a common mistake, but it happens quite a bit," Sarah Coffin, promotions manager of Career and Placement Services (CAPS), said of students who let their post-academic planning languish until the last possible moment.

"We notice a lot of employers post jobs early in the year," Coffin said. "For students who are finishing their degree in April, we have some employers who are posting their jobs in September."

However, she encourages all students, not just those in their final year of studies, to begin mapping out possible career trajectories. Not only will this give them a leg up in the market come graduation, but such proactive planning helps shape the path of their time in academia, vis-a-vis the courses they choose to take, or even which faculty they enter.

But, if it sounds like a heady proposal for campus neophytes still learning to differentiate HUB from SUB, it needn't—Coffin and company are there to help year round.

Celebrating its 20th anniversary this year, CAPS offers a host of services to students and alumni, such as workshops and individual consultations on everything from resumé writing to interview skills, as well as free lunch-hour seminars and a variety of on-site resources regarding career-related topics.

Once again though, the most important piece of advice they have to offer remains: start your planning now, beginning with CAPS' upcoming (Sept. 20) career fair in the Butterdome.

"Employers who come to career day year after year are really impressed with the fair itself and with U of A students," said Coffin.

Indeed, this year will see 250 prospective pay-rollers attending, up from 190 the previous year. And, according to Coffin, hiring of U of A students has also increased by 25 per cent.

» quick » facts

CAPS STAFF OFFER THESE IMPORTANT TIPS:

On Resumes: Having an all-purpose template may be an OK starting point, but once you start sending that CV to postings related to your degree, tailor each one to the specific needs of the employer. Communicate clearly your qualities and skills. "Work that you've done that can be related or you could grab transferable skills from—volunteer experience, academic experience," said Coffin.

On Interviews: "The rule is always dressing a step up from what you would wear normally to the job," according to Coffin. And besides looking sharp, please be prepared. "Make sure you have a good understanding of how your skills and experiences fit in with what the employer is seeking. Don't go in cold."

On Working Abroad: Guidelines for resumé writing vary from country to country – CAPS can help you navigate through the different styles. Also, make note if the position is being offered through an employment service, which requires a fee from you, or from the employer itself. There's a big difference, and you shouldn't be paying someone to place you. Don't be afraid to ask questions, to determine important points, such as whether an employer or agency will pay for your visa and your flight.

National teaching and learning conference returns to U of A

Conference to foster interdisciplinary knowledge-sharing

By Scott Lingley

A national conference on teaching and learning is returning to the University of Alberta next summer after nearly two decades, and with it a ceremony featuring the most prestigious teaching awards in Canada.

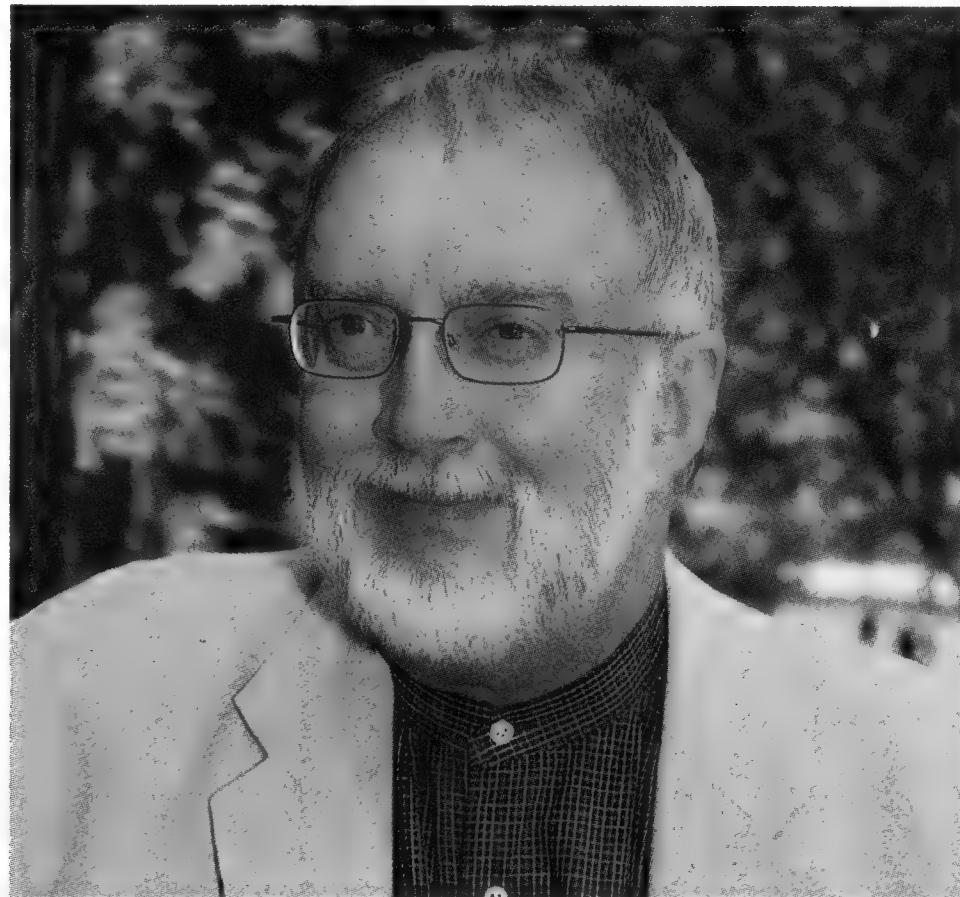
The Society for Teaching and Learning in Higher Education's (STLHE) 27th annual conference takes place at the U of A June 13-16, 2007. Co-

organizer Dr. John Hoddinott, a U of A biology professor and associate dean of teaching and learning at the Augustana campus, said the bilingual conference for faculty, educational developers and resource people will attract 500 participants from across the country, as well as a small international contingent. The last time the U of A hosted the event was 1989.

Hoddinott added that one of the conference's great strengths is putting people from different disciplines in the same room to share approaches and spark novel thinking about the classroom experience.

"Cross-pollination is an important part of the workshops and discussions. Our hope is that as many faculty as possible will want to get involved to contribute to and sample the smorgasbord of ideas."

— Dr. John Hoddinott



Conference co-organizer Dr. John Hoddinott says the conference is an excellent opportunity for discussion as well as international networking.

"Cross-pollination is an important part of the workshops and discussions," he said. "Our hope is that as many faculty as possible will want to get involved to contribute to and sample the smorgasbord of ideas."

The conference schedule is still a work

in progress, but Hoddinott said Nobel laureate Dr. Carl Wieman, a professor of physics at the University of Colorado at Boulder, has been confirmed as a keynote speaker. Wieman, an advocate for improving science education, will join the sci-

ence faculty at the University of British Columbia in 2007.

Though keynote lectures are an important element, Hoddinott said that the conference mainly focuses on smaller discussion sessions, panels, roundtables and demonstrations to enable "cross-methodological" exchanges of ideas and hands-on exposure to innovative teaching strategies. There's also a social aspect to the event that Hoddinott endorses.

"The conversations with like-minded strangers can be very valuable," he said. "My experience has been that the informal contacts you make at the conference are just as important as the workshops."

Another important facet of the STLHE annual conference is the gala awards ceremony where the 3M Teaching Fellowships for excellence in undergraduate teaching, Alan Blizzard Award for collaboration in teaching and the Christopher Knapper Lifetime Achievement Award are presented. At the 2006 conference held at the University of Toronto, the U of A's Dr. David Kahane and Dr. Anthony Lau won 3M Fellowships. In fact, U of A faculty have won 26 fellowships since the award's inception in 1986 – more than any other university in Canada. Bente Roed won the 2006 Knapper Award for her work as director of the U of A's University Teaching Services.

Hoddinott said a U of A-based information web site about the conference is in the works and should be up by the end of September. In the meantime, the STLHE website at

<http://www.mcmaster.ca/stlhe/welcome.html> has basic news about the event. ■

Clinical Scientist Appointments in Nursing & Physiotherapy

Capital Health and the University of Alberta Faculties of Nursing and Rehabilitation Medicine have created these joint positions to promote research in the health care delivery system.

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To apply, please submit your CV and covering letter along with the names and addresses of three referees by November 17, 2006, to:

Dr. Tom Feasby, Vice-President Academic Affairs, Capital Health, 8440-112 Street, Edmonton AB T6G 2B7.

More information is available at the following websites: www.capitalhealth.ca; www.nursing.ualberta.ca; www.uofaweb.ualberta.ca/rehabmed; www.edmonton.ca

All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. If suitable Canadian citizens or permanent residents cannot be found, other individuals will be considered. The U of A, and Capital Health hire on the basis of merit. We are committed to the principle of equity in employment. We welcome diversity and encourage applications from all qualified women and men, including persons with disabilities, members of visible minorities, and Aboriginal persons.



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Relating research to teaching

One benefits the other, and word's spreading

By Tom Murray

It's only September, but Brad Wuetherick, special projects officer in the Office of the Vice President (Research) and the Faculty of Graduate Studies and Research, is already in the midst of planning the university's third annual Teaching and Research Week, tentatively scheduled for February.

While the idea of integrating the teaching and research isn't a new one, Wuetherick has noted a change in attitude towards the concept.

"More than anything what we've realized is that people are paying attention to it," he said. "But really, there were already innovative things being done on campus."

As a necessary corrective to the way in which the undergraduate experience had started to turn into simple regurgitation as opposed to active learning, Wuetherick was part of the Working Group on Teaching and Research, an ad-hoc assembly of students and professors which submitted a report and developing a plan to facilitate the idea of, and integration of, the two areas on campus.

"At the time we had asked every faculty what they were doing to integrate teaching and research, and the examples that came forward ranged from solid examples of how instructors were using their own research in classrooms to taking the best examples of research in their discipline to their classrooms."

Wuetherick points to the posters in the Chemistry building celebrating Nobel Prize winners as another example.

"What we've seen is an increase in the awareness of administrators and professors and teaching assistants as to why it's important to involve students. It's far more consciously discussed, especially among students, which is very important."

The University of Alberta has been a leader in the concept of bringing research back into the classroom, having hosted two national conferences on the topic in recent

"What we've seen is an increase in the awareness of administrators and professors and teaching assistants as to why it's important to involve students. It's far more consciously discussed, especially among students, which is very important."

— Brad Wuetherick

years, and Wuetherick points with pride at the way in which it's been accepted. This fall, a number of sessions are being offered by the University Teaching Services to share the best examples of integration of teaching and research on campus, bringing in professors who have successfully implemented innovative courses to speak on the subject.

"When German universities first became research centres – and that was the model that most modern universities have stemmed from – the integration of research and teaching is why they did it. It was so students could benefit by learning from people that were at the cutting edge of their disciplines," he said.

"That notion had slipped in North America as class sizes increased and universities struggled with increasing numbers of students with often smaller complements of professors, but it seems like things are being turned around again."

Information on Teaching and Research Week will be made available online at: <http://www.ualberta.ca/UTS/> ■



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Honouring our finest

Rutherford Awards reward top teachers

By Richard Cairney

Earlier this year, on May 9, the University of Alberta celebrated Charter Day, the 100th anniversary of the legislation that established the institution. It was fitting that it also presented its highest awards for teaching on the same day, in the name of two of the university's founders.

The William Hardy Alexander Awards for Excellence in Sessional Teaching and the Rutherford Award for Excellence in Undergraduate Teaching were awarded to eight of the university's finest teachers, nominated by their peers.

The Rutherford award is named for Alberta's first premier, Alexander Rutherford, who was instrumental in establishing the University of Alberta during the province's first legislative session; the Alexander award is named for W.H. Alexander, the first professor hired at the U of A. A descendent of each family was in attendance.

"It is entirely fitting and appropriate that on this day we celebrate teaching," said Provost and Vice-President (Academic) Dr. Carl Amrhein. "It is our core teaching mission that defines us."

Janet Wesselius, from the Department of Philosophy, and Philip Mingay, with the Department of English and Film Studies, were presented with the William Hardy Alexander Awards for Excellence in Sessional Teaching.

The Rutherford Award for Excellence in Undergraduate Teaching was presented to Dr. Gerda de Vries, with the Department of Mathematical and Statistical Sciences, Dr. Scott North, with the Department of Oncology, Dr. John-Paul Himka, in the Department of History and Classics, Dr. Al Meldrum, in the Department of Physics, Dr. Arthur Mar, in the Department of Chemistry and Dr. Claude Couture, with Campus Saint-Jean, the university's French-language faculty.

Each of the recipients made observations on teachers who influenced them, the science and art of teaching and the teaching environment. De Vries described two "teachable moments" of the past year: one occurred during a class in which students challenged her on a problem she presented them with, drawing on lessons in another discipline.

"It was an opportunity for deep learning and discovery," she said. "But we can't rely upon serendipity; we need to orchestrate similar opportunities."

The other moment came when de Vries took a conference's organizing committee to task for its homogenous make-up.

"As a woman in math I am a minority

"Being a teacher doesn't mean telling students all that you know; it's giving them an opportunity to learn how to learn. One of the dangers is we think this is the only chance we'll get to teach them, and we are going to cram everything we know into 55 minutes and they are going to like it. I think that sometimes, less is more."

— Dr. Scott North

"I am attuned to the questions of diversity," she said, adding that the two episodes underscored for her the fact that "we all learn and discover valuable lessons in sometimes unexpected ways."

Physics professor Al Meldrum's colleagues nominated him for the award because "he conveys the wonder of the subject that he teaches." In accepting his award, Meldrum confessed he was surprised to become so passionate about teaching.

"My first love is research," he said, adding that he has found teaching and research are intertwined.

"Being a good researcher helps you be a good teacher, and students help you learn how to become a good teacher," he said, explaining that some classes he thought went incredibly well fell flat for students, and others, which he felt were poorly delivered, have been hits with students.

The key to finding the right balance, he said, is "caring enough to cross the barrier and see yourself from the perspective of a student – and that's not easy."

Oncology professor North agreed. "I've probably learned more from listening to the students, about what I've done wrong or what I've done badly," he said. "Being a teacher doesn't mean telling students all that you know; it's giving them an opportunity to learn how to learn. One of the dangers is we think this is the only chance we'll get to teach them, and we are going to cram everything we know into 55 minutes and they are going to like it. I think that sometimes, less is more." ■

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Invitation to submit nominations for 2007 3M Teaching Fellowships

Note important submission deadline changes

The Academic Awards and Ceremonies Office wishes to alert you to the **nomination deadline and criteria for the 2007 3M Teaching Fellowships**.

This year's nomination timing has changed. The external deadline is November 17, 2006 (Concordia University) and the internal deadline is **noon, October 27, 2006** (Academic Awards and Ceremonies Office).

To obtain a Nomination Package and Guide for Preparing a Nomination go to the 3M Fellowship website at www.mcmaster.ca/3Mteachingfellowships or contact Bente Roed or Laura Connell in the Academic Awards and Ceremonies Office.

Bente Roed (bente.roed@ualberta.ca)

Laura Connell (780) 492-2449

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talks & events

Submit talks and events to Lorraine Neumayer by 12 p.m. Thursday one week prior to publication. **Folio Talks and Events** listings do not accept submissions via fax, mail, e-mail or phone. Please enter events you'd like to appear in Folio and on ExpressNews at: <http://www.uofaweb.ualberta.ca/events/submit.cfm>. A more comprehensive list of events is available online at www.events.ualberta.ca.

SEP 5 - 13, 2006

University Teaching Services The Fall 2006 Graduate Teaching Assistant Orientation is an invitation for you to meet other graduate students and learn more about teaching. The sessions are planned with you in mind, to help you feel more comfortable and confident as a Graduate Teaching Assistant (GTA). Our 2006 Annual Orientation for Graduate Teaching Assistants has a symposium format with more than 40 concurrent sessions. It is aimed at the novice instructor who may have extensive subject matter expertise but little teaching experience. Skilled faculty and graduate students will lead workshops and seminars on effective teaching strategies. Advance registration is required. Simply register online Tory and Central Academic Buildings. <http://www.ualberta.ca/~uts>

Bears Soccer Bears vs. Calgary. 2:15 p.m. Foote Field. www.cubsclub.ualberta.ca

SEP 11 2006

Synthetic Approaches to the Lantibiotics and other Side-Chain Bridged Peptides Department of Chemistry Visiting Speaker lecture presented by Professor Alethea Tabor, Department of Chemistry, University College London, London, U.K. 11 a.m. - 12 p.m. MEC 2-1 Mechanical Engineering.

September 11: Reflections on Race and Rights

Five Years On Panel Speakers: Dr. Saleem Qureshi 'The Sins of Grandfathers, The Burdens of grandsons: 9/11 in a Historical Context'; Professor Emeritus, Political Science, University of Alberta; Vanessa Ali 'Funding & Development post 9/11' (HumanServe International Society for Relief and Development; Evelyn Hamdon 'False dichotomy: On being a Canadian Muslim post 9/11' (Canadian Council of Muslim Women; Charlene Hay & Ernest Khalema 'The Simmering Pot Boils Over' (Northern Alberta Alliance on Race Relations) All Welcome. Feel free to bring your lunch. 12:15 - 1:45 p.m. HM Tory 1-105.

Rural Economy Seminar Nir Becker, Head, Department of Economics and Management Tel-Hai College, Upper Galilee, Israel. "Using Valuation Methods for Natural Resource Pricing and Management: A Case Study in Israel." 3 p.m. Room 550, General Services Building.

Institute for Public Economics Policy

Workshop V. Peter Harder Deputy Minister of Foreign Affairs Canada will speak on "The G-8 and Multilateralism: Do Either Matter?" Location: Wild Rose Room Lister Conference Centre 2nd Floor, 87 Avenue & 116 Street University of Alberta Reception to follow RSVP Institute for Public Economics 492-6670 IPE@ualberta.ca 3:30 p.m.

V. Peter Harder, DM Foreign Affairs Canada
- "The G8 and multilateralism: Do either matter?" IPE/Alberta Finance Public Policy Workshop. 3:30 p.m. Wild Rose Room, Lister Conference Centre, 87 Avenue and 116 Street, university campus. <http://www.ualberta.ca/ipe>

SEP 12 2006

Lunch & Learn: Balancing Work & Personal Life In these hectic times, people often find it increasingly difficult to balance work demands against the demands of their personal lives. Join us as we explore ways to maintain a healthy, satisfying balance between work and personal life. Register at www.learningshop.ualberta.ca. 12 - 1 p.m. Heritage Lounge, Athabasca Hall. <http://www.learningshop.ualberta.ca/welcome.jsp>

SEP 13 2006

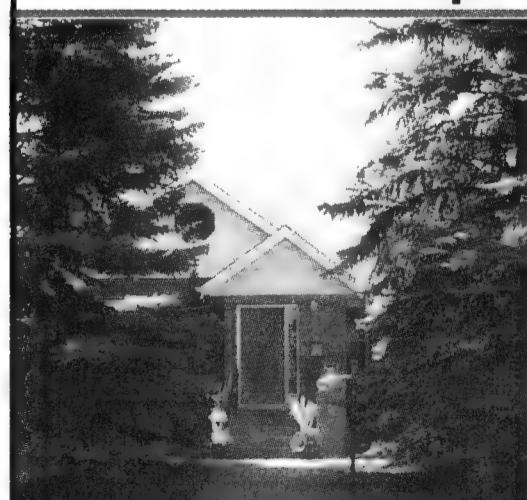
Public Health Sciences Grand Rounds Dr Igor Burstyn, Assistant Professor, Faculty of Medicine and Dentistry will present a seminar entitled "Does Oil and Gas Industry Influence Air Quality in Rural Western Canada?" 12 p.m. - 1 p.m. 2-117 Clinical Sciences. <http://www.phs.ualberta.ca>

2006 University of Alberta United Way Campaign Kick-off and 47th Annual Turkey Trot Presented by Campus Recreation, 10:30 a.m. Register online starting Sept. 11 at www.activityreg.ualberta.ca. For more information call 492-3614 or visit www.campusrec.ualberta.ca

SEP 14 2006

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Assistant Professor, Department of Agriculture, Food and Nutritional Sciences will present a seminar "Managing Beef Feedlot Manure to Reduce Greenhouse Gas Emissions." 12:30 - 2 p.m. Room 236 in the Earth Sciences Building, University of Alberta. <http://www.rr.ualberta.ca/>

What Factors Explain the Canada-U.S. Productivity Gap? Someshwar Rao, Director of Strategic Investment Analysis, Industry Canada, will deliver a lecture on "What Factors Explain the Canada-U.S. Productivity Gap." 3:30 - 5 p.m. 8-14 Tory Building.

Beyond Settling for Hope: Bioemotional Activism and Performance Yvon Bonenfant, Senior Lecturer in Performing Arts, University of Winchester, will present an interactive performance conversation. All are welcome. 3:30 - 5:30 p.m. HC L-2. <http://www.arts.ualberta.ca/~cheyes/research/visitors.htm>

SEP 15 - 16, 2006

Religion and Authority in Central Europe from the Middle Ages to the Enlightenment.

Part II: "Intellectual and Theological developments." 9 a.m. - 12 p.m. Stollery Executive Development Centre, University of Alberta. <http://www.arts.ualberta.ca/wi>

Type III secretion trickery of Yersinia and Salmonella Dr. Jaime Mota, Centre for Molecular Microbiology and Infection, Imperial College of London, is presenting a seminar on "Type III secretion trickery of Yersinia and Salmonella." Host: Mario Feldman 11 a.m. NRE (Natural Resources Engineering) 1-143. <http://www.biology.ualberta.ca/courses/micrb606/>

SEP 15 2006

"Actually" Professor Scott Soames, Department of Philosophy, University of Southern California 3:30 p.m. Humanities Centre 4-29. <http://www.uofaweb.ualberta.ca/philosophy/>

Frontiers in Biology Distinguished Lecture Series Dr. Peter M. Gresshoff, Director, Australian Research Council Centre of Excellence for Integrative Legume Research, The University of Queensland, will present a seminar entitled, "First let us understand the nature of things: What biotechnology tells us about life." Hosted by Dr. Allen Good. Wine and Cheese Reception to follow. 4 - 5 p.m. 1-017 ETLC. http://www.biology.ualberta.ca/news_events/events/index.php

Bears Hockey Bears vs. The Edmonton Oilers. 7 p.m. Clare Drake Arena Van Vliet Physical

Education and Recreation Centre. www.cubsclub.ualberta.ca

SEP 16 - 17 2006

Fruit Growers Festival Saturday, Sept. 16 hours (10 a.m.-6 p.m. growers only), Sunday, Sept. 17, hours (10 a.m. - 4 p.m. public). Great opportunity to learn about the many varieties of fruit. Local growers will be displaying fruit, as well as, providing information and lectures on hardy fruits. Join us for our Fruit Growers Festival. Regular admission rates apply. Contact Visitor Services (780) 987-3054 for further information. Devonian Botanic Garden (5 km north of the Town of Devon on Hwy. 60). <http://www.discoveredmonton.com/devonian>

SEP 16 2006

Bears Football Bears vs. B.C. 1 p.m. Foote Field. www.cubsclub.ualberta.ca

Pandas Hockey Pandas vs. The Edmonton Chimos. 1 p.m. Clare Drake Arena Van Vliet Physical Education and Recreation Centre. www.cubsclub.ualberta.ca

I Musici de Montreal Chamber Orchestra Canada's virtuoso 15 string ensemble, under the direction of Yuli Turovsky, presents works of reflection and rapture by 20th Century composers George Rochberg, Morton Gould, and Osvaldo Golijov. Guest clarinettist Todd Palmer joins the orchestra for Golijov's The Dreams and Prayers of Isaac the Blind. 8 p.m. Convocation Hall, Arts Building. <http://www.edmontonchambermusic.org>

SEP 17 2006

Pandas Hockey Pandas vs. Grant MacEwan. 1 p.m. Clare Drake Arena Van Vliet Physical Education and Recreation Centre. www.cubsclub.ualberta.ca

Music at Convocation Hall I 2:15 p.m. Pre-Concert Introduction by Jean-Marie Londeix, translated by Anna Street. William Street, Saxophone. Roger Admiral, Piano. Sonate Op 15 pour saxophone alto et piano: Pierre-Philippe Bauzin Noise of Carpet: Scott Godin Sonatine Bucolique: Henri Sauguet Music for Alto Saxophone and Piano (premier): Howard Bashaw Choral Varié, Op. 55: Vincent d'Indy 3 p.m. Arts Building/Convocation Hall.

SEP 18 2006

Biotransformations via an Enolate

Intermediate Department of Chemistry Visiting Speaker lecture presented by Professor Hiromichi Ohta, Department of Biosciences and Informatics,

Keio University, Japan. 11 a.m. - 12 p.m. MEC 2-1, Mechanical Engineering.

Hear's To Your Health Dianne New, violin; Charles Pilon, viola; Sheila Laughton, cello; Jacques Després, piano; Divertimento in E-flat, K. 563: Mozart. Piano Quartet in G Minor, K. 478: Mozart. 5 p.m. Bernard Snell Auditorium, Walter MacKenzie Health Sciences Centre, University Hospital.

SEP 19 2006

NSERC Grants Application Information

Sessions NSERC holds information sessions each year for the benefit of university researchers and administrators. New faculty members and those submitting a grant application are advised to attend. NSERC staff, Grant Selection committee (GSC) members and NSERC Regional Office representatives will visit the U of A Campus, Campus Saint-Jean and Augustana Campus to give a presentation on NSERC news and tips on how to prepare a Discovery Grant Application. These half-day sessions will cover:

- the preparation and submission of Discovery Grant applications
- NSERC policies and regulations that pertain to grants
- the peer review process
- changes to programs
- the on-line application process

Everyone welcome! Please register online in the RSO section of the Learning Shop for the session you wish to attend. French session: 9 a.m. - 12 p.m. Campus Tower. English sessions:

1-4 p.m. 2104 Dentistry/Pharmacy Centre. <http://rsoregistration.ualberta.ca/listCourses.jsp>

The African Diaspora, 'Development' and Modern African Political Theory Dr. Hakim Adi, Reader in the History of Africa and the African Diaspora (Middlesex University, London). Those concerned with the study of African political economy and 'development' often have neglected those ideas that emerged from the African Diaspora, while those who study the African Diaspora have often been more concerned with issues of 'identity' than with the political future of Africa. This paper argues that for those whose main concern is the study of anti-colonialism, it is often difficult to separate the history of Africa and the Diaspora during the colonial and neo-colonial periods of the 20th century. Many key anti-colonial ideas were developed as much in the Diaspora, and often in the capitals of Europe, as they were within the African continent. Ideologies such as Pan-Africanism, which

developed mainly within the Diaspora, the thinking of Frantz Fanon and others, as well as the liberation struggle in Africa, created the basis for alternative strategies for the anti-colonial struggle but also for a modern African political theory, a necessary requirement for people centred development in post-colonial African states. 3:30 p.m. 10-4 Tory Building. <http://www.uofaweb.ualberta.ca/polisci/>

SEP 20 2006

NSERC Grants Application Information

Sessions NSERC holds information sessions each year for the benefit of university researchers and administrators. New faculty members and those submitting a grant application are advised to attend. NSERC staff, Grant Selection committee (GSC) members and NSERC Regional Office representatives will visit the U of A Campus, Campus Saint-Jean and Augustana Campus to give a presentation on NSERC news and tips on how to prepare a Discovery Grant Application. These half-day sessions will cover:

- the preparation and submission of Discovery Grant applications
- NSERC policies and regulations that pertain to grants
- the peer review process
- changes to programs
- the on-line application process

Everyone welcome! Please register online in the RSO section of the Learning Shop for the session you wish to attend. 9 a.m. - 12 p.m. Room M404 Founders Hall, Augustana Campus. <http://rsoregistration.ualberta.ca/listCourses.jsp>

Careers Day 2006 Meet with over 200 employers recruiting students in all disciplines. 10 a.m. - 4 p.m. Butterdome. <http://www.ualberta.ca/caps>

Lunch & Learn: Arthritis September is Arthritis Awareness Month. Learn about the most commonly diagnosed forms of arthritis in Canada, their signs and symptoms along with the different lifestyle and treatment options available for those living with Arthritis. Register at www.learningshop.ualberta.ca. 12 - 1 p.m. Heritage Lounge, Athabasca Hall. <http://www.learningshop.ualberta.ca/welcome.jsp>

Public Health Sciences Grand Rounds

Dr. Louis Francescutti, Professor, Department of Public Health Sciences; Director, Alberta Centre for Injury Control and Research will present a seminar entitled "Cell Phone Use and Driving: Development and Implementation of a Coalition for Change." 12 - 1 p.m. 2-117 Clinical Sciences. <http://www.phs.ualberta.ca/>

UofA/Edmonton Journal Public Policy

The Alberta Prion Research Institute is pleased to announce its latest funding results.

The Prion Institute is building prion research capacity in the province by investing in projects of the highest scientific merit. Congratulations to the following researchers and their teams:

- Mike Belosevic (University of Alberta)
- Jack Jhamandas (University of Alberta)
- Nat Kav (University of Alberta)
- Luis Schang (University of Alberta)
- Christoph Sensen (University of Calgary)

The Prion Institute would also like to congratulate the following Alberta researchers who received funding from PrioNet Canada's first open call for proposals:

- Stephen Moore (University of Alberta)
- Wilfreda Thurston (University of Calgary)
- David Wishart (University of Alberta)

Details of the research projects are available on the Prion Institute website.

CALL FOR PROPOSALS: ALL DISCIPLINES

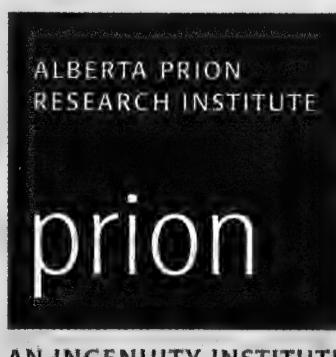
The Prion Institute has issued its third call for Proof-of-Principle projects. This funding program enables researchers working in any discipline to enter the field of prion research and supports new approaches into prion research.

Applications must be submitted by October 10, 2006.

Application forms available online.

The Alberta Prion Research Institute is a \$35 million government-funded initiative to support research into the prevention and management of prion-related diseases such as BSE and chronic wasting disease and to find solutions for the serious scientific and socioeconomic challenges associated with them.

www.prioninstitute.ca



SCIENCE WITH SOCIAL
IMPACT

Discussion Series Panelists will discuss the topic: "Does Alberta Need a new Royalty Regime?" Audience participation will be facilitated in a moderated discussion. Wild Rose Room Lister Conference Centre 2nd Floor, 87 Avenue & 116 Street, University of Alberta. Reception to follow RSVP Institute for Public Economics 492-6670 IPE@ualberta.ca 3:30 p.m.

Book Launch for John B. Dossetor's "Beyond the Hippocratic Oath" Program from 4:45-5. Reception and Book Signing to follow. The University of Alberta Press will have copies of the book for sale. RSVP if you plan to attend. 4:30 - 5:30 p.m. Bernard Snell Hall Foyer. <http://www.ualberta.ca/bioethics>

SEP 21 2006

Redefining the Requisite Lipopolysaccharide Structure in Escherichia coli Department of Chemistry Visiting Speaker lecture presented by Professor Ronald Woodard, Department of Medicinal Chemistry, University of Michigan, Ann Arbor, USA 2 - 3 p.m. E3-25 Gunning/Lemieux Chemistry Centre.

"The Transitivity of Constitution" Professor Rob Wilson, Department of Philosophy, University of Alberta 3:30 p.m. Humanities Centre 4-29. <http://www.uofaweb.ualberta.ca/philosophy>

SEP 23 - 24 2006

Sacred Web Conference - " Tradition in the Modern World" An examination of traditional wisdom and its application to the problems of the modern world. World class speakers include: HRH Prince Charles, Prof. Seyyed Hossein Nasr, Prof. Huston Smith, Prof. William Chittick, Dr. Reza Shah-Kazemi and many others. 9 a.m. - 5 p.m. Myer Horowitz Theatre, University of Alberta. <http://www.sacredweb.com>

Crafters Fall Sale The Crafters Natural Creations Workshop and Gallery will be overflowing with unique and one-of-a-kind creations for your shopping pleasure. In addition to dried flower arrangements, you will find potpourri items, pressed flower cards, pictures and jewelry, handmade soaps and creams, candles and much, much more! Admission is free to attend the Craft sale and to view the Garden, however, donations are very much appreciated! So take a drive, enjoy the fall colors and pay us a visit. Door prizes will be awarded. Call Visitor Services (780) 987-3054 for further information. 10 a.m. - 4 p.m. Devonian Botanic Garden (5 km north of the Town of Devon on Hwy. 60). <http://www.discoveredmonton.com/devonian>

Academic Women's Association Fall Wine & Cheese Event Please join the Academic Women's

SEP 23 2006

Bears Soccer Bears vs. Fraser Valley. 2:15 p.m. Foote Field. www.cubsclub.ualberta.ca

SEP 24 2006

Bears Soccer Bears vs. Trinity Western. 2:15 p.m. Foote Field. www.cubsclub.ualberta.ca

SEP 25 2006

SSHRC Standard Research Grants Consultation and Mentorship Sessions U of A faculty members who intend to apply for a SSHRC Standard Research Grant for the 15 October 2006 deadline are invited to schedule a consultation session. U of A colleagues with SSHRC Selection committee experience will give tips on how to make your project worth funding and increase your chance of success. **Registrants must provide a fairly complete draft of their proposal one week prior to the meeting** to allow reviewers time to read the proposals and provide useful and practical comments. These consultation sessions tend to fill up quickly, so reserve a session today. Deadline for registration is 15 September 2006. Please register online in RSO's section of the Learning Shop. 10 a.m. - 2 p.m. Venue details will be sent to all accepted registrants via email two to five days prior to event. <http://rsoregistration.ualberta.ca/listCourses.jsp>

SEP 26 2006

Lunch & Learn: Test Your Fraud IQ How savvy are you when it comes to protecting yourself from scams? Come to an interactive session hosted by Better Business Bureau CEO, Chris Lawrence. Topics to be addressed will include information about scams, with a special emphasis on identity theft. Registration Required. Register at www.learningshop.ualberta.ca 12 - 1 p.m. Heritage Lounge, Athabasca Hall. <http://www.learningshop.ualberta.ca/welcome.jsp>

2006 Edward Herbert Boomer Memorial Lectures The 2006 Edward Herbert Boomer Memorial Lectures are the forty-fifth in a series inaugurated in 1958 to recognize the contributions of Professor E.H. Boomer, who was associated with the Department from 1925 to 1945. This year's E.H. Boomer Invited Speaker is Professor Fred E. Regnier, J.H. Law Distinguished Professor-Analytical Chemistry of Purdue University, West Lafayette, Indiana, USA. The lectures run from 26-29 September 2006: Lecture 2 of 4: GLYCOPROTEINS, GLYCOPROTEOMICS, AND GLYCOPATHOLOGIES: A Search For Biomarkers in Inflammatory Diseases. 4 - 5 p.m. Dent/Pharm Bldg: room 2104.

Academic Women's Association Fall Wine & Cheese Event Please join the Academic Women's

Association for our Fall membership drive and Wine & Cheese event. We've invited President Samarasekera to attend, and our Graduate Student Award winner will do a short presentation about her research. Please join us for a terrific opportunity to network with other academic women on campus! 4:30 - 6:30 p.m. Papaschase Room, Faculty Club, 11435 Saskatchewan Drive. <http://www.ualberta.ca/~awa/index.htm>

SEP 27 - 28 2006

University of Alberta Space Exploration Symposium 2006 Annual symposium to showcase the various research activities related with space occurring at the University of Alberta and to raise the profile of space exploration among the students and the general public. Two invited keynote speakers from NASA will give talks on astrobiology and human space exploration. See website for details. 1 - 9 p.m. Engineering Teaching and Learning Centre: Solarium. <http://www.mece.ualberta.ca/space/index.htm>

SEP 27 2006

2006 Edward Herbert Boomer Memorial Lectures The 2006 Edward Herbert Boomer Memorial Lectures, are the forty-fifth in a series inaugurated in 1958 to recognize the contributions of Professor E.H. Boomer, who was associated with the Department from 1925 to 1945. This year's E.H. Boomer Invited Speaker is Professor Fred E. Regnier, J.H. Law Distinguished Professor-Analytical Chemistry of Purdue University, West Lafayette, Indiana, USA. The lectures run from 26-29 September 2006: Lecture 2 of 4: GLYCOPROTEINS, GLYCOPROTEOMICS, AND GLYCOPATHOLOGIES: A Search For Biomarkers in Inflammatory Diseases. 4 - 5 p.m. Dent/Pharm Bldg: room 2104.

Navigating the Career Path - Finding Work that Fits Finding Work that Fits is the first workshop in a series that is geared towards careers and career transitions being offered by the U of A Alumni Association and in cooperation with the University's Career and Placement Services (CaPS). Finding work that fits our skills, interests and goals can be challenging. This workshop will focus on learning effective work search strategies and about available resources that can help us overcome this challenge. This workshop is targeted to alumni currently seeking work or thinking about changing jobs. \$35 per workshop or \$90 for all three! September 27, October 4 and October 11, 2006 6 - 8 p.m. 4-02 Students' Union Building (SUB). <http://www.uofaweb.ualberta.ca/alumnieducation/>

SSHRC Standard Research Grants Consultation and Mentorship Sessions U of A

faculty members who intend to apply for a SSHRC Standard Research Grant for the October 15, 2006 deadline are invited to schedule a consultation session. U of A colleagues with SSHRC Selection committee experience will give tips on how to make your project worth funding and increase your chance of success. Registrants must provide a fairly complete draft of their proposal one week prior to the meeting to allow reviewers time to read the proposals and provide useful and practical comments. These consultation sessions tend to fill up quickly, so reserve a session today. Deadline for registration is Sept. 15. Please register online in RSO's section of the Learning Shop. 10 a.m. - 2 p.m. Venue details will be sent to all accepted registrants via email two to five days prior to event. <http://rsoregistration.ualberta.ca/listCourses.jsp>

Public Health Sciences Grand Rounds Dr. Egon Jonsson, Executive Director and CEO, Institute of Health Economics; Adjunct Professor, Department of Public Health Sciences will present a seminar entitled "The Economics of Health and Health Technology Assessment - A Review of the Activities of the Institute of Health Economics." 12 - 1 p.m. 2-11 Clinical Sciences. <http://www.phs.ualberta.ca/>

SEP 28 - OCT 1 2006

Reunion 2006 Reunion 2006 is a four-day celebration. This event provides a wonderful opportunity for you to bring your friends and family back to campus to remember your varsity days, reconnect with classmates and renew your U of A pride. Events are held at locations on and off campus. <http://www.uofaweb.ualberta.ca/alumnireunion/>

SEP 28 - 29 2006

On Solid Ground: Community Conference on Seniors' Falls Prevention This conference provides an opportunity for participants to find out what can be done in their community to help prevent unnecessary fall among seniors. Experts from across the country will share information on who is at risk, risk factors and effective means to prevent falls. Participants will work with others to identify next steps within their community. 7:30 a.m. - 3:15 p.m. Delta Edmonton South. <http://www.med.ualberta.ca/acir/FallsConf.htm>

SEP 28 2006

Culture, Geopolitics and Social Security: The NFB and the Japanese Internment Dr. Rob Aitken, assistant professor, International Political Economy, Department of Political Science, U of A. Abstract: Throughout the fall of 1943 and all of 1944, the National Film Board (NFB) negotiated and managed a complicated documentary film project entitled

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Of Japanese Descent. The project, which suffered strangely protracted bureaucratic negotiations, sought to portray the internment of Japanese citizens in a way that would serve 'as insurance when this is all over'. At one level, this project dramatized a familiar narrative which diagrammed (and erased) the violence and dislocation associated with the imposition of order by conflating the interment with the question of geopolitical danger and emergency. In this paper I both review this experiment in culture/social security and argue that the invocation of social security in this context served as a kind of 'translation mechanism'. * This seminar is part of the "Subaltern Voices: Speaking and Thinking from the Disciplinary Margins" Speaker Series. 3:30 p.m. Tory 10-4. <http://www.uofaweb.ualberta.ca/polisci/>

2006 Edward Herbert Boomer Memorial Lectures The 2006 Edward Herbert Boomer Memorial Lectures are the forty-fifth in a series inaugurated in 1958 to recognize the contributions of Professor E.H. Boomer, who was associated with the department from 1925 to 1945. This year's E.H. Boomer Invited Speaker is Professor Fred E. Regnier, J.H. Law Distinguished Professor-Analytical Chemistry of Purdue University, West Lafayette, Indiana, USA. The lectures run from 26-29 September 2006: Lecture 4 of 4: High throughput immunological assays based on spinning disc interferometry: A New Approach to Translational Medicine. 4 - 5 p.m. Dent/Pharm Bldg: room 2104.

SEP 29 2006

Fraser and Shirley Russell Teaching Fellow Announcement and Reception Dean David Lynch invites you to join him in announcing the establishment of the Fraser and Shirley Russell Teaching Fellow award. Dean Lynch will take this opportunity to thank Dr. Russell and his late wife, Shirley Russell, for their generosity and forethought in creating this award. Complimentary hors d'oeuvres and refreshments will be served. 1:30 - 3 p.m. Papaschase Room Faculty Club University of Alberta Campus. www.engineering.ualberta.ca/events.cfm

Department of Anthropology 40th Anniversary Celebration

Come and help us celebrate our history and achievements over the past 40 years. Enjoy talks from various departmental members both past and present, tour our teaching and research facilities, and socialize and reminisce with fellow students, staff and faculty over refreshments. This event is being held in conjunction with the Faculty of Arts and Reunion Weekend. 3 - 7 p.m. Various Tory Building. <http://www.uofaweb.ualberta.ca/anthropology/>

2006 Edward Herbert Boomer Memorial Lectures The 2006 Edward Herbert Boomer Memorial Lectures are the forty-fifth in a series inaugurated in 1958 to recognize the contributions of Professor E.H. Boomer, who was associated with the Department from 1925 to 1945. This year's E.H. Boomer Invited Speaker is Professor Fred E. Regnier, J.H. Law Distinguished Professor-Analytical Chemistry of Purdue University, West Lafayette, Indiana, USA. The lectures run from 26-29 September 2006: Lecture 4 of 4: High throughput immunological assays based on spinning disc interferometry: A New Approach to Translational Medicine. 4 - 5 p.m. Dent/Pharm Bldg: room 2104.

Dean's Reception - Reunion 2006 Start Reunion Weekend by reconnecting with Engineering classmates and colleagues. Dean David Lynch and Mrs. Lynch invite all Engineering alumni and their guests to join them for complimentary hors d'oeuvres and refreshments. 4:30 - 7 p.m. Solarium Engineering Teaching and Learning Complex (ETLC). www.ualberta.ca/alumni

Alberta Rehabilitation Coordinating Council (ARCC) Annual Awards Dinner ARCC's Annual Awards Dinner is an interdisciplinary event attended by members and friends of the rehabilitation fields - Occupational Therapy, Physical Therapy, Speech-Language Pathology and Audiology. It is an opportunity to honor professionals and support personnel who have provided exemplary service within their respective fields. The Awards also serve to raise the profile of the rehabilitation fields. An award recognizing exemplary coverage of rehabilitation related news (the Excellence in Media Award) is amongst the award categories. To download the nomination form, register & pay online, and for more information please visit the Event URL located below. 5 p.m. Maple Leaf Room Lister Hall. http://www.uofaweb.ualberta.ca/rehabmed/arrcc_awards_dinner.cfm

SEP 29 - 30, 2006

Bears Hockey Brick Invitational 5 - 5:15 p.m. Clare Drake Arena Van Vliet Physical Education and Recreation Centre. www.cubsclub.ualberta.ca

SEP 29 2006

Celebration of Engineering's Nanotechnology Initiatives Join Dean Lynch in celebrating the Faculty's nanotechnology engineering research and initiatives. Dean Lynch will bring you up to date on all the new activity within this area. This will take place immediately following the Dean's Reception. 6:30 - 8:30 p.m. Solarium Engineering Teaching and Learning Complex (ETLC). www.ualberta.ca/alumni

Science with Impact

Alberta Ingenuity invests \$2.6 million in Alberta's most promising new faculty.

Alberta Ingenuity is proud to announce the

2006 Alberta Ingenuity New Faculty Award winners.

These exceptional University of Alberta researchers are building their science and engineering research teams in Alberta.

Masoud Ardakani, Electrical and Computer Engineering

Michael H. Bowling, Computing Science

Alexander Brown, Chemistry

Robert E. Campbell, Chemistry

Philip Currie, Biological Sciences

Duane G. Froese, Earth and Atmospheric Sciences

Andreas Hamann, Renewable Resources

Fangliang He, Renewable Resources

Oy Leuangthong, Civil and Environmental Engineering

Jonathan W. Martin, Laboratory Medicine and Pathology

Frans Pretorius, Physics

Payam Rahimi, Mechanical Engineering

Enrico Scarpella, Biological Sciences

Andrew J. Waskiewicz, Biological Sciences

Yunjie Xu, Chemistry

The Ingenuity New Faculty Award program provides start-up support and operating funds to independent investigators who are in their first academic career appointment. The grant is for up to \$100,000 per year for three years.

The Alberta Ingenuity Fund was established by the Government of Alberta to build science and engineering research expertise in areas that will enhance Alberta's economy and quality of life.



For more information about the Alberta Ingenuity New Faculty Award program visit www.albertaingenuity.ca or email info@albertaingenuity.ca

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notices

Please send notices attention Folio, 6th floor General Services building, University of Alberta, T6G 2H1 or e-mail public.affairs@ualberta.ca. Notices should be received by 12 p.m. Thursday one week prior to publication.

Review of the Vice-President (Facilities and Operations): Input from the Community

The first term review for Vice-President (Facilities and Operations) Don Hickey is currently underway. Vice-President Hickey has advised President Indira Samarasekera that he would like to stand for a second term of office. In consultation with the Chair of the Board of Governors, Mr. Brian Heidecker, President Samarasekera has requested that an Advisory Review Committee for Vice-President (Facilities and Operations) be struck.

The Advisory Review Committee believes it is essential for members of the University community to have an opportunity to contribute to the review process. Individuals are welcome to express their views on the priorities of the Vice-President (Facilities and Operations) including current issues, leadership, and the future direction of the Office of Vice-President (Facilities and Operations). An anonymized summary of the feedback will be provided to Vice-President Hickey during the review process. The Committee invites you to submit your comments and/or suggestions, in confidence, by 4:30 pm, September 15, 2006 to:

President Indira Samarasekera
c/o Sandra Kereliuk,
Secretary to the Advisory Review Committee
3-1 University Hall
University of Alberta, T6G 2J9
phone: (780) 492-6658
email: Sandra.Kereliuk@ualberta.ca
fax: (780) 492-9265

Responsibility for the administration of the review process is housed in the Office of the President.

Please note that the membership of the Advisory Review Committee was confirmed as of August 24, 2006 and posted on the President's website at www.president.ualberta.ca, along with the position description for the Vice-President (Facilities and Operations).

E-portfolio design and implementation at the university wide level: Experiences from the MyMAPP initiative of the University of Nebraska at Omaha

Speaker: Dr. Neal Topp
Varner Professor
Teacher Education Department
University of Nebraska at Omaha

Location: Natural Resources Engineering Facility 2-001

Time: 3:30 – 5:00 pm
Date: Thursday, 28 September 2006

A University Teaching Services and Faculty of Extension co-sponsored event.

For more information contact:
492-1501 or eileen.crookes@ualberta.ca

Public Lecture

INVITATION TO SUBMIT NOMINATIONS FOR 2007 3M TEACHING FELLOWSHIPS

The Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada continue "to reward exceptional contributions to teaching and learning at Canadian universities" by sponsoring this national award. The Academic Awards and Ceremonies Office wishes to alert you to the nomination deadline and criteria for the 2007 3M Teaching Fellowships.

This year's nomination timing is different in that the external deadline is Nov. 17, 2006 (Concordia University) and the internal deadline is noon, Oct. 27, 2006 (Academic Awards and Ceremonies Office). The explanation for the two deadlines is to allow us to arrange to have the provost and vice-president (academic) provide a letter of support (Item 3.0 in the Nomination Package) or have him co-sign with the dean or nominator, and to courier the dossiers to Concordia University.

The Nomination Package and Guide for Preparing a Nomination may be accessed at the 3M Fellowship website (www.mcmaster.ca/3Mteachingfellowships/index2.html) as well as from staff at the Academic Awards and Ceremonies Office.

For further information and assistance please contact Bente Roed (bente.roed@ualberta.ca) or Laura Connell (492-2449).

SELECTION COMMITTEE FOR DEAN OF BUSINESS

General Faculties Council Policy Manual Section 103.1.3 states that a dean will be appointed for an initial (five year) term with consideration of renewal by review for one additional term. The policy further requires that at the conclusion of such an appointment (i.e. two five-year terms), search and selection procedures be implemented in all cases. In accordance with this policy, an advisory selection committee has been established to begin the search for a dean of business.

At this point in its deliberations, the selection committee requests your opinions on the leadership needs of the Faculty in the years ahead and any other key issues. You are urged to contact members of the committee, or write to me as chair, to express your views on priorities of the faculty, current issues, and the future direction of the faculty. All submissions to the committee must be signed, and will be shared with the committee either in original form or summarized form. The selection committee shall make every effort to ensure confidentiality. In order to facilitate the committee's work, please submit your comments by Sept. 27, 2006.

In addition, individuals who may wish to stand as a candidate are invited to apply. Individuals may also nominate others who they feel would be suitable candidates. A copy of the position advertisement will be posted soon on the University of Alberta careers website (www.careers.ualberta.ca).

Your views are important to us and will be solicited again later in the process with an opportunity, at that time, to meet and question our final short-listed candidates at public forums. Thank you for your assistance.

Please forward your comments to the address below or to any member of the Dean Selection Committee (contact information below):
Provost and Vice-President (Academic)
2-10 University Hall
University of Alberta
Edmonton, AB T6G 2J9
E-Mail: provost@ualberta.ca

Carl G. Amrhein
Provost and Vice-President (Academic)
Chair, Dean Selection Committee
Faculty of Business

Dean Selection Committee Membership: Faculty of business

Committee Member	Phone	E-mail
Dr. Carl Amrhein	492-3443	carl.amrhein@ualberta.ca
Dr. Andy Greenshaw	492-2918	andy.greenshaw@ualberta.ca
Dr. Locksley McGann	431-8764	locksley.mcgann@ualberta.ca
Dr. Vivien Hollis	492-9268	vivien.hollis@ualberta.ca
Dr. Joanne Volden	492-0651	joanne.volden@ualberta.ca
Dr. Jaynie Yang	492-2889	jayne.yang@ualberta.ca
Dr. Karim Fouad	492-5971	karim.fouad@ualberta.ca
Ms. Carol Ebert	492-0329	carol.ebert@ualberta.ca
Dr. Erasmus Okine	492-2131	erasmus.okane@ualberta.ca
Ms. Susan Burwash	492-6035	sburwash@ualberta.ca
Ms. Katherine Lee	492-0329	kdlee@ualberta.ca
Ms. Christine Des Lauriers	436-0881, ext. 103	registr@acslpa.ab.ca
Ms. Anne Lopushinsky	944-1609	registr@acslpa.ab.ca
Ms. Dianne Millette	438-0338	dmillette@cpta.ab.ca

SELECTION COMMITTEE FOR DEAN OF REHABILITATION MEDICINE

General Faculties Council Policy Manual Section 103 requires that at the conclusion of a decanal appointment, search and selection procedures be implemented in all cases. In accordance with this policy, an Advisory Selection Committee has been established to begin the search for a Dean of Rehabilitation Medicine.

At this point in its deliberations, the Selection Committee requests your opinions on the leadership needs of the Faculty in the years ahead and any other key issues. You are urged to contact members of the Committee, or write to me as Chair, to express your views on priorities of the Faculty, current issues, and the future direction of the Faculty. All submissions to the Committee must be signed, and will be shared with the Committee either in original form or summarized form. The Selection Committee shall make every effort to ensure confidentiality. In order to facilitate the committee's work, please submit your comments by September 27, 2006.

In addition, individuals who may wish to stand as a candidate are invited to apply. Individuals may also nominate others who they feel would be suitable candidates. A copy of the position advertisement will be posted soon on the University of Alberta careers website—www.careers.ualberta.ca.

Your views are important to us and will be solicited again later in the process with an opportunity, at that time, to meet and question our final short-listed candidates at public forums. Thank you for your assistance.

Please forward your comments to the address below or to any member of the Dean Selection Committee (contact information below):

Provost and Vice-President (Academic)
2-10 University Hall
University of Alberta
Edmonton, AB T6G 2J9
E-Mail: provost@ualberta.ca

Carl G. Amrhein
Provost and Vice-President (Academic)
Chair, Dean Selection Committee
Faculty of Rehabilitation Medicine

Dean Selection Committee Membership: Faculty of Rehabilitation Medicine

Committee Member	Phone	E-mail
Dr. Carl Amrhein	492-3443	carl.amrhein@ualberta.ca
Dr. Andy Greenshaw	492-2918	andy.greenshaw@ualberta.ca
Dr. Locksley McGann	431-8764	locksley.mcgann@ualberta.ca
Dr. Vivien Hollis	492-9268	vivien.hollis@ualberta.ca
Dr. Joanne Volden	492-0651	joanne.volden@ualberta.ca
Dr. Jaynie Yang	492-2889	jayne.yang@ualberta.ca
Dr. Karim Fouad	492-5971	karim.fouad@ualberta.ca
Ms. Carol Ebert	492-0329	carol.ebert@ualberta.ca
Dr. Erasmus Okine	492-2131	erasmus.okane@ualberta.ca
Ms. Susan Burwash	492-6035	sburwash@ualberta.ca
Ms. Katherine Lee	492-0329	kdlee@ualberta.ca
Ms. Christine Des Lauriers	436-0881, ext. 103	registr@acslpa.ab.ca
Ms. Anne Lopushinsky	944-1609	registr@acslpa.ab.ca
Ms. Dianne Millette	438-0338	dmillette@cpta.ab.ca

TEACHING LEARNING AND ENHANCEMENT FUND

In direct support of *Dare to Discover: A Vision for a Great University* and the learning discovery and citizenship cornerstones, the Teaching and Learning Enhancement Fund has been created to improve teaching and learning effectiveness.

The purpose of this fund is to enable all persons engaging in teaching at the university to improve their teaching skills, enhance their understanding of teaching and learning processes, and provide environments that increase student learning.

Terms of reference and application forms are available from the Office of the Provost and Vice-President (Academic) website at <http://www.uofaweb.ualberta.ca/provost/tlef.cfm>.

The deadline for receipt of applications for "Projects" is Monday, October 16, 2006.

An information session about the Teaching and Learning Enhancement Fund will be held at 2:00 p.m. on Monday, September 11, 2006, Room 134, Telus Centre. The funding criteria and application process will be reviewed at this session.

See story page 11.

folio
display ads
Work

Display advertisements:

Camera-ready artwork is required to size, complete with halftones if necessary. Call 417-3464 for sizes, rates and other particulars.

Ads are charged at \$0.65 per word. Minimum charge: \$6.50. All advertisements must be paid for in full by cash or cheque at the time of their submission. Bookings may be made by fax, mail or email provided payment is received by mail prior to the deadline date. Pre-paid accounts can be set up for frequent advertisers. Please call 492-2325 for more information.

ACCOMMODATIONS FOR RENT

REAL ESTATE – Buy or Sell, Leases (furnished/unfurnished). Janet Fraser or Gordon W.R. King. Telephone: (780) 441-6441, www.gordonwking-assoc.com Gordon W.R. King and Associates Real Estate Corp.

FURNISHED EXECUTIVE TYPE HOUSE – in west end gated community. Lease negotiable (3 mos – 2 yrs starting Jan/07). No Children, pets or smokers. Wayne (780) 707-0781.

TOWNHOUSE CONDO SHERWOOD PARK

– Available October 15, Three bedrooms, 2 1/2 baths. Garage; driveway for second car. Park, school, bus stop at your door. No smoking. Pets on approval. Flexible term. Furnished or unfurnished \$1,200. (780) 464-7833.

LANSDOWNE 3 BEDROOM FURNISHED HOUSE – Six appliances, direct bus to university, available September 15th, No pets, N/S, Ref. required, \$1,300/month + Utils. 454-4136.

ERMINESKIN - partially furnished three bedroom townhouse available October 1, 2006, \$1,200/month, not including utilities. Includes stove/oven, microwave, fridge, dishwasher, washer/dryer, and lots of storage space. No smoking. 434-8677.

GARNEAU MEWS CONDOMINIUMS, 11112 – 83rd Avenue, street level, newly renovated, 5 appliances, underground heated garage. Call 490-3967 day, evening 987-3721.

OLIVER - bright spacious 1 bedroom condo on river valley. Near LRT, downtown, university, parks. Fully furnished. Start date neg., min 1 year.

Academic/professional NS. \$1,250 + deposit (incl. utilities, gym & pool, underground parking, free laundry etc. (780) 452-5366 sunnyprairie@gmail.com.

HOUSE AT 9031 – Saskatchewan Drive in Windsor Park, 5 bedrooms, family room, library, designer kitchen, studio, 2 fireplaces, sauna, 3,600 sq feet, \$1.1 million. Contact Elizabeth, 433-3782, 918-7274.

EXECUTIVE CONDO 1,610 SQ FT – Two bedroom Panoramic river valley view. Half block to Grandin LRT, walking distance to Legislature. Appliances, utilities, indoor parking, storage included, \$2,600 month, 965-8639.

ACCOMMODATIONS WANTED

PROFESSIONAL, MATURE WOMAN relocating in Edmonton, looking for house or apartment-sitting, preferably university or downtown. September/October 01. Nonsmoker, non-drinker, quiet and responsible. References available. phyllishodges@mac.com. (780) 233-9663.

SERVICES

HOME RENOVATOR AVAILABLE – Great attention to detail. Experienced in all aspects of home renovating, including drywall, flooring, plumbing, electrical, framing, basement development. Call Paul (780) 476-6219.

TECH VERBATIM EDITING, on campus. APA, Chicago, Hart's, MLA, Turabian; medical terminology. Member, Editors' Association of Canada. Donna (780) 465-3753 verbatimedit@shaw.ca.

NEED TO WALK YOUR DOG? FEED YOUR CAT? WATER YOUR PLANTS? - I mind your home, your

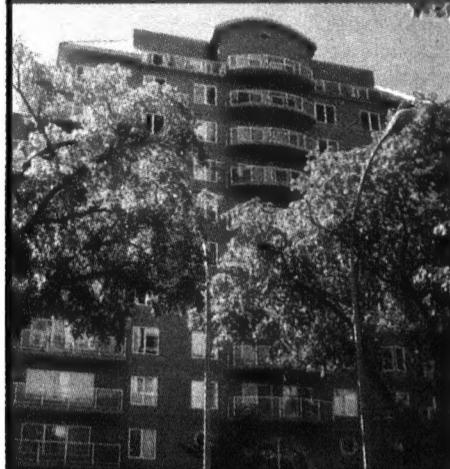
pets. Residential house/pet-sitting, pet care and pet taxi. Leave message with Mona @ 498-2917.

ALWAYS WANTED TO BE A MARTIAL ARTIST? Karate, Yoga & weapons classes, Northern River Karate School, (780) 707-3693 to watch a class!

www.ThreeBattles.com.

CASH PAID FOR QUALITY BOOKS – Edmonton Book Store, 433-1781. www.edmontonbookstore.com.

Executive 1399 sq.ft. 3 bedrooms, 2 bath condo in Properties on Whyte



located at 11111 - 82 Ave, north and east exposure, wrap around balcony overlooking Whyte Avenue. Maple hardwood floors, ceramic tile and carpeting in bedrooms. Open concept. Gas fireplace with ceramic tile surround. Walk-in closet in the master bedroom and 4 piece ensuite. Walk-in storage closet in the entry with mirrored doors. Air conditioned. Ceramic tip stove, built-in microwave, fridge, dishwasher, washer, dryer, custom Hunter Douglas blind included. 2 underground parking stalls. Great location close to U of A, all amenities on Whyte Ave, biking and walking trails, \$498,800.

Call Darlene Strang at 908-3131 or 482-3131

Science with Impact

Alberta Ingenuity invests \$5 million in Alberta's top students.

Alberta Ingenuity is proud to announce the University of Alberta's 2006 scholarship winners.

These exceptional students are pursuing science with creativity and with the highest standards.

Seyed Ali Arefifar, Electrical and Computer Engineering
Brian J. Asher, Chemistry
Olena Babak, Civil and Environmental Engineering
Jeffrey R. Ball, Biological Sciences
David C. Benfield, Mechanical Engineering
Edward Bertrand, Physics
Paul N.J. Berube, Computing Science
Louis Bezuidenhout, Electrical and Computer Engineering
Alexandra Blinova, Earth and Atmospheric Sciences
Christopher Bliss, Electrical and Computer Engineering
Geoffrey Brown, Earth and Atmospheric Sciences
Erin K. Cameron, Biological Sciences
Letitia Chow, Agricultural, Food and Nutritional Science
Mehdi Dastfan, Civil and Environmental Engineering
Graeme D. Dice, Electrical and Computer Engineering
Tyler Donner, Biological Sciences
Tim G. Elford, Chemistry

Sumudu Fernando, Electrical and Computer Engineering
Alex S. Gardner, Earth and Atmospheric Sciences
Karen M. Glenn, Chemistry
Patricia Gongal, Biological Sciences
Andrew P. Grosvenor, Chemistry
Md. Anwarul Hasan, Mechanical Engineering
Matthew M. Hawkeye, Electrical and Computer Engineering
Philip T. Henderson, Computing Science
Amir H. Hosseini, Civil and Environmental Engineering
Evan B. Kelly, Chemistry
Inka Koch, Earth and Atmospheric Sciences
Takuya Konishi, Biological Sciences
Gregory M.K. Lee, Computing Science
Dan Lehnher, Chemistry
Igor Lehnher, Biological Sciences
Ryan C. McKellar, Earth and Atmospheric Sciences
Gordon McNickle, Biological Sciences

Ahmed A.S. Mohammed, Mechanical Engineering
Josh Mutus, Physics
Alison G. Nelson, Agricultural, Food and Nutritional Science
Somasundaram Niranjan, Electrical and Computer Engineering
Colin Ophus, Chemical and Materials Engineering
Janelle Pakan, Psychology
Todd J.M. Penney, Electrical and Computer Engineering
Kimberly Robinson, Earth and Atmospheric Sciences
Mark Sax, Electrical and Computer Engineering
Bernhard Seifried, Agricultural, Food and Nutritional Science
Laura Sherman, Agricultural, Food and Nutritional Science
Orit B. Skorka, Electrical and Computer Engineering
Pui Hang Tam, Chemistry
Adam M. White, Computing Science
Tao Zeng, Chemistry
Rui (Rachel) Zheng, Physics

The Alberta Ingenuity Student Scholarship program rewards top students who are undertaking full-time research training in a natural science or engineering discipline at an Alberta university. Students currently in their first year of graduate studies and incoming graduate students are eligible. The award can be held for up to five years and consists of an annual stipend of up to \$22,000 and a \$1,500 yearly research allowance.

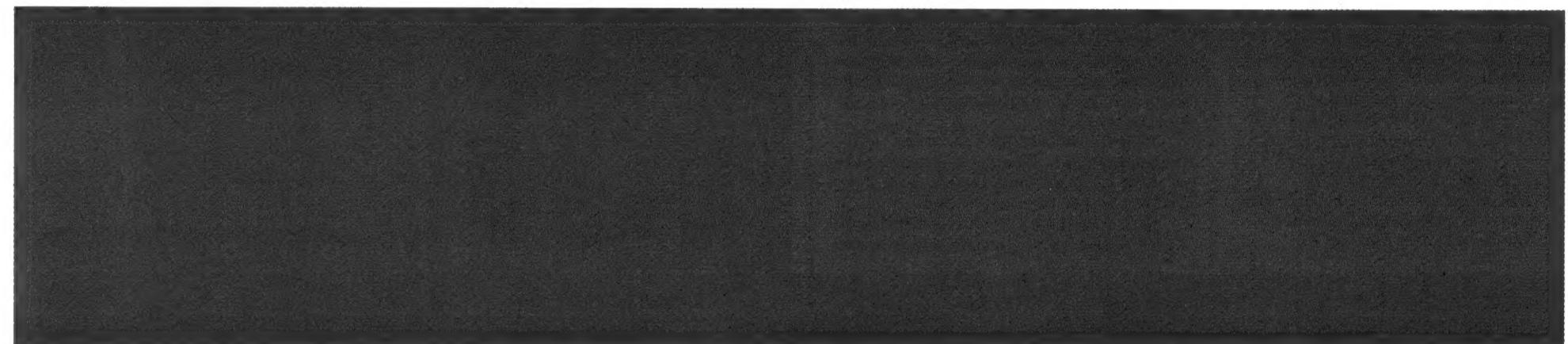
The Alberta Ingenuity Fund was established by the Government of Alberta to build science and engineering research expertise in areas that will enhance Alberta's economy and quality of life.



For more information about the Alberta Ingenuity Student Scholarship program visit www.albertaingenuity.ca or email info@albertaingenuity.ca

SCIENCE WITH
IMPACT!

The art and design of healing



Design project aimed at medical mystery

By Richard Cairney

More than 100,000 Canadians suffer from some form of aphasia, a brain disorder that corrupts our ability to use language. Caused by strokes, brain injuries or tumours, each case of aphasia is different. Some aphasics can speak but are unable to read; others can't figure out a word unless they trace its letters on the palm of their hand. Some patients are trapped forever – intellectually intact, but unable to communicate in any way.

When her own stepfather suffered a stroke and became aphasic, graphic designer Guillermo Noël immediately saw a way that she could put her knowledge and talents to work helping him to communicate.

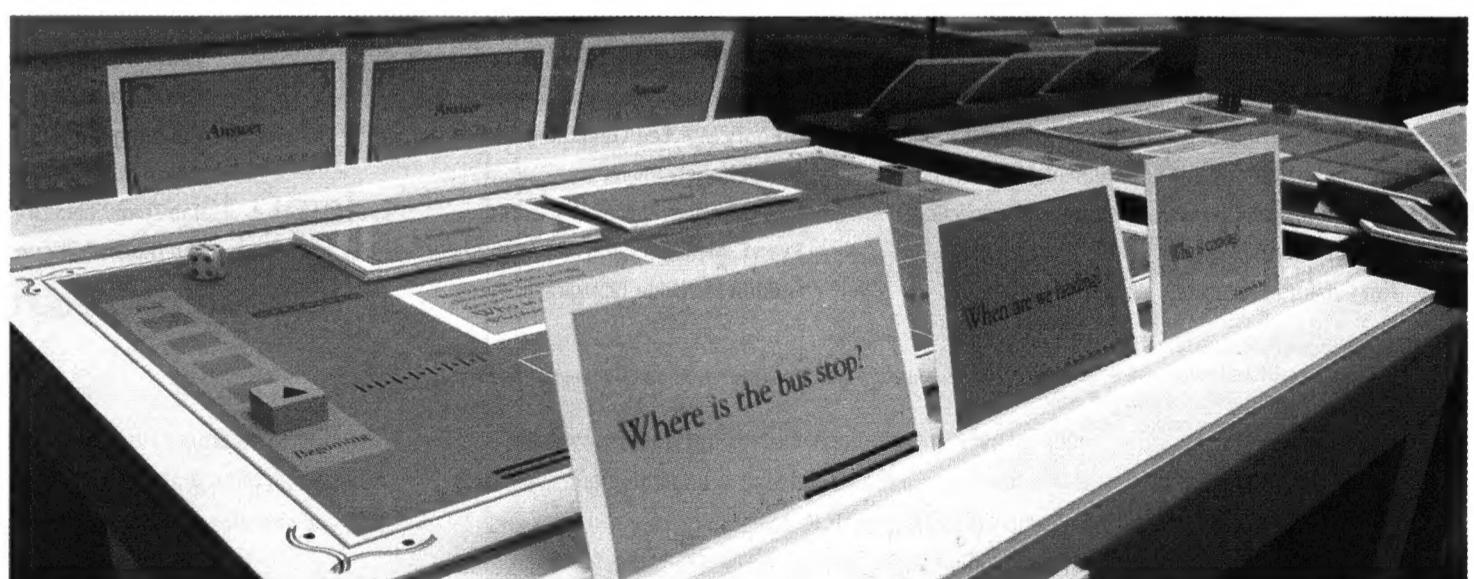
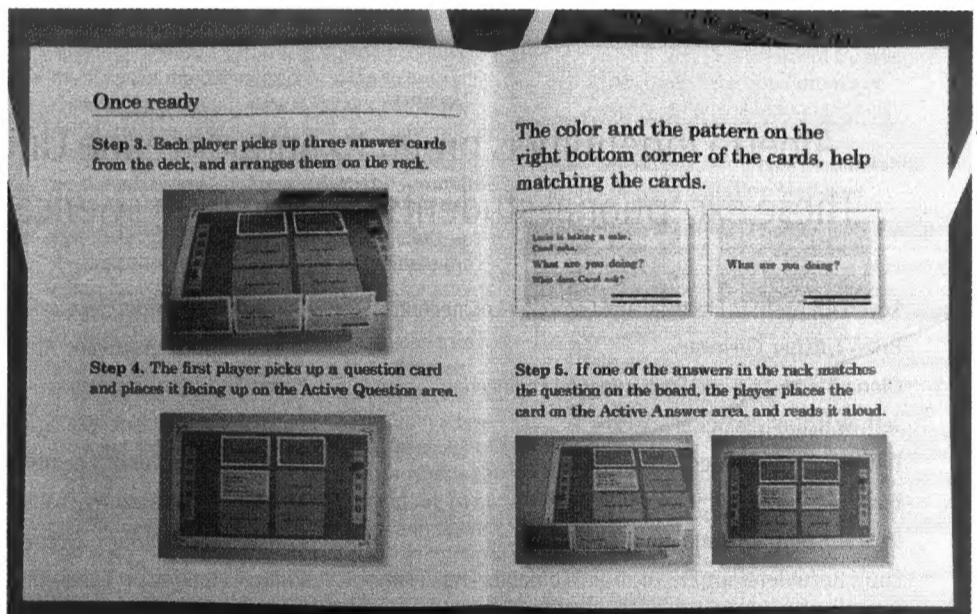
Now, her master's thesis project in visual design, entitled *Questions & Answers*, is on display in the Fine Arts Building. Her project is a board game for aphasics that is challenging and entertaining and helps patients make use of or even enhance their communication abilities.

Interviewing 17 experts in design and aphasia around the world, Noël has developed a board game that has received her stepfather's stamp of approval – in fact, he made important suggestions on ways to improve earlier prototypes.

"For him, it was the first time in three years that someone had asked him for his opinion on something," she said. "He was very disappointed that I only had 12 question cards – he said the game was too short, and he helped me with the pattern- and colour-coding for different types of questions."

Truth be told, the game was made specifically for him, with player cards asking questions that feature family members and activities. It's a personal characteristic Noël feels is essential. In fact, she says, each version of the board game needs to be tailor made to each patient because the affliction affects everyone to different degrees.

And Noël will happily take on the challenge. "What I have created isn't a game, but a system. It is a tool that is a game...I plan to keep working with aphasics. That's my future. It's the first door I've opened." ■



Design masters student Guillermo Noël with the board game she designed for people suffering from the brain disorder aphasia.

folio **back**
page

Photos: Richard Cairney